



Annabel C. Perry PreK- 8

Language Policy

MISSION: PURPOSE AND AIMS

The mission of Annabel C. Perry PreK-8 is to create “A Culture of Caring” in a safe and nurturing environment by being open-minded about other cultures, showing compassion toward others, and reflecting on individual behavior to promote international minded people.

Purpose of the Language Policy

The purpose of the Language Policy as a working document is to create consistency within the entire school as we seek to develop both the Primary and Middle Years International Baccalaureate (IB) Programs at Annabel C. Perry PreK-8. This policy was developed by teachers, parents, and the leadership team to reflect the principles of the IB program’s practices. This policy aims to promote students' linguistic and academic goals.

The primary language of instruction taught in the IB program at Annabel C. Perry PreK-8 is English. A significant percentage of our school population identify as linguistically diverse, as a result Spanish was added as an elective/special to reflect our mission of developing cultural awareness. We have an increase in Creole speaking students therefore Creole is infused in our daily activities.

The purpose of the language policy is to achieve a mutual understanding of our goals and objectives for language instruction. This is an established foundation of a school-wide initiative and reflects the IB’s mission of creating “*cultural awareness and internationally minded people.*” The emphasis is to make language more visible to all learners, to ensure access to deep subject matter learning, and to emphasize the use of language as a tool for learning.

Language goes beyond vocabulary to include thinking about how language is used to make learning occur.

Students develop language through its function which is dependent on the content and language focus Dept of Knowledge (DOK). Language is developed through vocabulary such as key words and phrases and through discourse which is the structure of written and oral

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language. It is how members of a discipline talk, write, and participate in knowledge construction. Subject specific language discourse has specific structures so that content can be communicated to others, for example, narrative, exposition, description, and argument. Syntax is also using language, and is the set of conventions for organizing symbols, words, and phrases together into structures for example, sentences, formulas, and staves in music.

Belief and Aim

Language is a vital vehicle for communicating within and beyond our school. It links us with our students' families, our local community, and the broader world community. We believe that language has the power to inspire and to transform lives, and we have the responsibility to ensure it does so in positive ways to the entire learning community. Language allows students to express themselves creatively, respect diverse cultures, learn about the world, seek knowledge, and inquire about many things.

Language is the primary vehicle for learning, instruction, and overall intellectual development. It is not only a means for communicating information, but also a vehicle for deepening students' understanding of important ideas. (Kersaint, Thompson, & Pekova, 2009, p. 46.)

Philosophy of Shared Responsibility

Learning revolves around language; therefore, every staff member is a language teacher. Language is the means to access information, enhance intellectual growth, foster communication, develop social skills and values, maintain culture, and examine that we are human. The staff at Annabel C. Perry PreK-8 have a responsibility to recognize and support language development. Inquiry is the way children learn best and language is the tool for delivering the inquiry process throughout all content areas and social interaction to develop into knowledgeable people.

Life-Long Learning

Language is a key component in the development of international mindedness. Honoring each students' mother tongue is a necessary component of respecting and learning about each other's culture. Language allows students to become inquirers, risk-takers, problem solvers who analyze and think critically, and express their perspective on different issues. Providing support for the language of instruction is necessary to ensure equal access to academic and social opportunities.

Language Profile and Admission Policy

70% of our student's staff speak English. 15% speak Spanish, 10% speak Creole and 5% are speakers of other languages. All school staff speak fluent English. Of the total staff, 25% of that staff are bilingual, and speak Spanish, 1% speak Creole.

Admission Policy

As part of the registering procedures to attend school, parents or guardians are required to identify the primary language spoken at home. In the case where an applicant's response identifies that the primary language spoken is a language other than English, the school's English for Speakers of Other Languages (ESOL) contact and specialist will continue by administering the World-class Instructional Design and Assessment WIDA assessment which is part of the administration process.

Developing International Minded Citizens

There is an understanding that there should be a balance between mother language and other language; Spanish, since they are equally important in developing internationally minded people. While the IB curriculum will be taught in English, students will also receive instructional support in Spanish to supplement their inquiries and knowledge. Requiring students to study a language other than the language of instruction enables students to develop a deeper understanding of language, culture, and many of the attributes in the Learner Profile, for example, thinker, communicator, risk-taker and being knowledgeable as these contribute to international mindedness.

Language Practices: The Quest for Knowledge

The language of instruction is English. Gaining knowledge in a language is important. As students learn through the mother tongue (English), students will increase this knowledge as they learn to express their understanding of the second language, Spanish. Classroom instructions supports that development and acquisition of oral and written English through best practices such as differentiation of instructions using multiple strategies to infuse and increase knowledge. Every teacher is a language teacher. Teacher will continue to assist students to acquire this English by differentiating lesson activities, using translators, and labeling items in English and other languages unique to that classroom, small group, and individualized instructions, print rich environment, multi-sensory stimuli, and reading, writing, listening, and speaking for authentic purposes. Language is taught throughout the curriculum. Language standards and objectives are identified for each unit of inquiry. Language is scaffolded as students activate their prior knowledge and make connections with past and current learning. Instruction includes pre-teaching key concepts and vocabulary, modeling, and cooperative learning.

Opportunities for Students

Language learning occurs in an authentic and transdisciplinary manner across the curriculum and encompasses the oral (speaking and listening), written (reading and writing), and visual (viewing and presenting) strands of communication. Accountable talk in classrooms is fundamental to learning. Discussions, rehearsed talk, and social skills all play a role in language

acquisition and development. Learners are given opportunities to express opinions and feelings, and students are explicitly taught to use language responsibly and respectfully.

Opportunities for Teachers

Teachers implement the best teaching practice regarding language instruction. Collaboration among staff members is essential to implementing research-based practices effectively for language acquisition and instruction. All classroom teachers model explicit language use to develop accountable communication and reflection.

Opportunities for Parents

Parents are informed of student's progress and are encouraged to support the school's language and content learning goals. They are encouraged to help their child/children's language development in a variety of ways such as reading and writing together at home in their mother tongue. Suggestions for language development are provided during parent-teacher meetings and in school newsletter.

Second Language Support

American English is the language of instruction. Support for students whose mother tongue is not English are provided differentiation by classroom and English for Speakers of Other Languages (ESOL) teachers. Other support includes but is not limited to buddying with a student who speaks that language, labeling items in the classroom, second language dictionaries, and readers in the native language. Both teachers collaborate regularly to support student's success in programs of inquiries. Reading support is also supported by the Literacy coach. Annabel C. Perry PreK-8 provides additional support in developing language through the implementation of Spanish as an elective/special for all students in grades PreK-8.

Assessment

A certified English for Speakers of Other Languages (ESOL) teacher provides additional instruction and support to students whose primary language is not English. The amount of intensity of services are determined by student needs and may take the form of small group instruction, in-class support, teacher collaboration, and/or monitoring academic progress. Students take the language assessment mandated by the State of Florida in the areas of reading, writing, and World-class Instructional Design and Assessment (WIDA). Formative assessments are based on the school's Primary Years Program (PYP) and Middle Years Program (MYP) assessment. Data from formative and summative assessments are used to inform instructions. Assessment results are shared with parents and students in a variety of ways; including report cards, interim reports, parent teacher conferences, portfolios, Progress Monitoring (PM), and district and/or state reports.

Roles and Responsibilities

The principal, PYP & MYP coordinator, parents, and teachers are involved in the development of the language policy. The language policy will be reviewed and revised yearly. The media specialist will provide a wide range of books for students and teachers to supplement inquiries and language development. Teachers and staff will make recommendations about resources to add to the library selections. Our school staff has the responsibility to ensure that the language policy is a working document that it is referred to and is cross referenced with other working documents in the school to provide alignment. The principal is responsible for communicating the language policy to all school constituents.