

Briargrove Elementary Language Policy

Draft: September 11, 2014

Approved: September 26, 2014 by Briargrove ES Pedagogical Leadership Team

Mission of our school

The mission of Briargrove Elementary is to cultivate the development of principled, knowledgeable, and balanced inquirers through diverse and rigorous investigations in a safe, supportive environment. We aim to foster globally-minded citizens and lifelong learners, thus contributing to a better world and future for all.

Philosophy (Language of Instruction)

As a public-education institution with a diverse population consisting of 28 mother-tongue languages, Briargrove Elementary has a responsibility to develop a linguistically rich and varied learning environment for our community. We strive to ensure our students receive dynamic language instruction that not only supports immediate success, but future knowledge development as well. For our students, language mastery is evaluated by monitoring each student's ability to express thoughts and knowledge articulately in a variety of methods and in more than one language. The methods evaluated for mastery, as outlined in Houston Independent School District Vertical Alignment Matrix, are:

- Reading
- Writing
- Oral and Written Conventions
- Research
- Listening and Speaking

Through cooperative learning and individually prescribed instruction, students are supported on their path to becoming a multilingual, globally minded citizen.

Practice

English is the primary language of instruction at Briargrove Elementary. Through a transdisciplinary approach to our school's Programme of Inquiry (POI), students develop language skills and learn applicable conventions across subject areas as to provide authentic, relevant context. A blend of expectations centered on the Houston Independent School District English Language Arts Scope and Sequence and Primary Years Programme (PYP) language scope and sequence documents provide focus and accountability to our units of inquiry.

	<i>Practices</i>	<i>Resources</i>	<i>Assessment</i>
<i>Language of Instruction</i>	<i>District initiatives regarding balanced literacy/guided reading "Literacy by 3"</i> <i>Daily 5 and Writer's Workshop</i>	<i>Houston Independent School District English/ Language Arts Scope and Sequence</i> <i>PYP language scope and sequence</i>	<i>Texas English Language Proficiency Assessment System (TELPAS) assessment and ratings</i> <i>English Language Proficiency Standards (ELPS)</i>

	<p><i>Flexible grouping with prescribed lesson objectives</i></p> <p><i>Daily oral and written reflection</i></p> <p><i>Reading, Writing, Written and Oral Conventions, Research, Listening and Speaking are transdisciplinary occurring in all content areas in a variety of genres through the school Programme of Inquiry (POI)</i></p> <p><i>Real-world language in relevant situations through inquiry-based teaching practices and learning</i></p> <p><i>Scaffolding through a variety of district recommended best practices to aid in language retention and growth including multimedia, kinesthetic, and individualized instruction</i></p> <p><i>Reading encouraged in all areas of campus and home</i></p> <p><i>Support for students identified as Limited English Proficient (LEP).</i></p>	<p><i>Multi-genre literature selections</i></p> <p><i>Literature components in district recommended content area resources such as Texas Go! Math and Science Fusion</i></p>	<p><i>State of Texas Assessment of Academic Readiness (STAAR) 3RD-5TH Results</i></p> <p><i>Iowa Assessments, K-5th Results</i></p> <p><i>Classroom summative and formative assessments</i></p> <p><i>Student oral and written reflections</i></p> <p><i>Accelerated Reader (AR) growth</i></p> <p><i>iStation growth</i></p>
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**Practices, resources, and assessments implemented on our campus are not limited to the lists above.*

Support for goals in Mastery of Language of Instruction

Briargrove Elementary strives to build confident and creative communicators by offering support services for students in language development. These include:

Special Education

Students who have met the Special Education eligibility guidelines to receive services from a special education teacher and/or staff will receive support as outlined in the student's Individualized Education Program (IEP). All services are provided with considerations to the least restrictive environment, with priority given to the student's general education classroom, if appropriate.

Gifted and Talented

Students in grades Kindergarten through 5th grade who has been identified by the district approved Gifted and Talented matrix, receive services from the classroom teacher. Teachers individualize lessons to provide students with depth, complexity, and enrichment for math and language lessons.

Response to Intervention (RtI)

Students who may need additional support to be successful are discussed at RtI update meetings. RtI meetings include classroom teachers, administration, and support services. The team works together to develop a plan to help the students master objectives by setting goals, implementing support, and monitoring progress.

Library

The librarian collaborates regularly with teachers to support the students' language needs related to reading, writing, oral and written conventions, research, listening, and speaking. Our librarian provides lessons, research support, book selection, and acquisition of resources related to classroom and student needs.

Technology

Students have access to a selection of technology that supports language acquisition and practice. These items include, but not limited to, laptops, desktop computers, document cameras, interactive whiteboards, and projectors as well as programs that encourage interactive digital learning, word processing, presentation, and graphic organization skills.

Reading/Dyslexia Support

Our Reading Specialist works with classroom teachers and students to improve reading, writing, and language skills. Responsibilities include assisting with reading assessment practices, modeling and coaching through effective reading and writing strategies, assisting in the analysis of data, and providing pull-out dyslexia, reading intervention, and accelerated English Language Arts.

Critical Thinking

Critical Thinking Lab is designed to encourage higher-level thinking and critical problem solving in all students. The Critical Thinking Lab promotes language acquisition in many ways. While in the Critical Thinking Lab, students navigate through variety of stations. Many of the engineering and design challenges require students to communicate their thinking clearly and succinctly with their peers. Rebus puzzles are often used to expose students to expressions often used in conversation. In Grades K-2, games such as Sight Word Bingo reinforce classroom vocabulary instruction. In Grades 3-5, students are exposed to several types of informational text, including those from periodicals. After analyzing the text, students are challenged to articulate and support their

views using evidence from the text, using the provided sentence stems and graphic organizers. The Critical Thinking Lab facilitator continues to stay abreast of best practices to support oral and printed language acquisition.

Philosophy (Mother Tongue)

The faculty and staff at Briargrove Elementary proactively evaluates the language needs and celebrates the linguistic diversity of students whose mother-tongue language is not English. As a school encouraging global-thinking, we value the community of students and parents who speak another language as we feel it aid in the perspective of learning. As the Primary Years Programme develops on our campus, we will continue to pursue more opportunities to highlight and support other mother tongue languages and native cultures.

Practices

	<i>Practices</i>	<i>Resources</i>	<i>Assessment</i>
<i>Mother Tongue</i>	<p><i>Kinesthetic skills and/or body movements to aid in the comprehension of information, if needed.</i></p> <p><i>Peer support from student of same language provided, if needed.</i></p> <p><i>Bilingual (Spanish/English) enrichment opportunities in Second Language class.</i></p> <p><i>Classroom and main library contains books and resources in multiple languages.</i></p> <p><i>Teachers are knowledgeable of translators available in Spanish, Arabic, and Farsi from our faculty and staff.</i></p> <p><i>School-wide events advertised and presented in languages other than English.</i></p> <p><i>District level translation services offered.</i></p>	<p><i>ESL Certification from State of Texas</i></p> <p><i>English Language Proficiency Standards (ELPS)</i></p> <p><i>Texas English Language Proficiency Assessment System (TELPAS) assessment and ratings</i></p> <p><i>Limited English Proficiency identification within first 30 days of enrollment.</i></p> <p><i>Houston Independent School District translation services</i></p> <p><i>Briargrove Elementary students, staff, and faculty</i></p>	<p><i>Texas English Language Proficiency Assessment System (TELPAS) assessment and ratings</i></p> <p><i>English Language Proficiency Standards (ELPS)</i></p> <p><i>State of Texas Assessment of Academic Readiness (STAAR) 3RD-5TH Results</i></p>

	<p><i>Cultural celebrations and languages explored through units of inquiry, celebratory events, and presentations.</i></p> <p><i>Advertisement of language diversity to community.</i></p>		
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Support for goals in Mother Tongue Languages

Briargrove Elementary strives to ensure all students feel comfortable, accepted, and celebrated on our campus. The environment present on our campus allows families and students to witness the global culture and attitudes we hold to such high regard. As our program progresses, we hope to seek more opportunities to highlight mother-tongue languages on our campus.

Philosophy (Additional Language Instruction)

Briargrove Elementary believes:

- It is fundamental in this interconnected world for students to learn more than one language.
- Languages are important for communicating and interchanging ideas with other cultures.
- The study of Spanish allows students to interact with over 8% of the world population and become global citizens.

Practices

	<i>Practices</i>	<i>Resources</i>	<i>Assessment</i>
Additional Language	<p><i>All students at Briargrove ES receive 55 minutes Spanish instruction every 6 days.</i></p> <p><i>Attention is given to all facets of Spanish language: Listening, speaking, writing and reading to allow students to communicate widely and effectively in many real-life contexts.</i></p> <p><i>The use of technology is integral to all classes.</i></p> <p><i>Peer-to-peer and student-to-peer talk is an important part of the instruction.</i></p>	<p><i>PYP documents</i></p> <p><i>Texas Foreign Language Association.</i></p> <p><i>Technology (Smart board, Software: Linguascope, Voki, Pipo)</i></p> <p><i>Lectores en red (On line books, Santillana).</i></p> <p><i>Media</i></p> <p><i>Viva el español: Learning System A-C</i></p>	<p><i>Portfolios</i></p> <p><i>Dialogue</i></p> <p><i>Use of Characters</i></p> <p><i>Student work</i></p> <p><i>Participation in class.</i></p> <p><i>Informal and formal observations.</i></p> <p><i>Benchmarks.</i></p>

	<p><i>Exposure to different Hispanic cultures and opportunities to compare them with their own culture.</i></p> <p><i>Field trips for the student to interact with local Hispanic communities.</i></p>	<p><i>Soy lector (volumes 1-5)</i></p> <p><i>Hola Mundo (Instituto Cervantes; Levels 1 and 2)</i></p> <p><i>Hands-on Heritage activity Books (e.g. Maya-Aztec-Inca, South America)</i></p> <p><i>Beginning reading activities (grades 1-3)</i></p>	<p><i>Language control (How accurate is the student's language)</i></p> <p><i>Vocabulary use (How extensive and applicable is the student's vocabulary)</i></p> <p><i>Comprehension (How well the student understands)</i></p>
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Goals of Additional Language Acquisition and development of the program

Our immediate goals in teaching Spanish are to expose students to the Hispanic culture, to make them aware of the differences with their own culture and to give them linguistic tools to develop basic interpersonal communication skills. Our future goal is to help students to gain new perspectives, while assimilating other ways of perceiving the world.

Plan for Implementation and Review

The PYP Teaching Staff, Pedagogical Leadership Team, and supporting community members believe it is our ethical responsibility to the students which we serve to uphold the integrity and accept responsibility for ensuring the language policy is put into practice. Teachers and administrators on our campus will communicate all components of the language policy to parents/guardians. The IB Coordinator will ensure electronic posting of the school website. The Pedagogical Leadership Team will regularly evaluate implementation of the assessment policy as evidenced by classroom observations and school presentation regarding Briargrove Elementary expectations.

The Briargrove Elementary Language Policy will go into effect September 29, 2014 and will be reviewed at the beginning of each school year or earlier as needed when established by the PYP Teaching Staff and Pedagogical Leadership Team.

Resources:

Philosophy and best practices as outlined by the PYP Teaching Staff through the Pedagogical Leadership Team and Language Specialists at Briargrove Elementary

Making the PYP Happen: A curriculum framework for international primary education, IBO

Guidelines for developing a School Language Policy, IBO

Learning in a language other than mother tongue in IB Programmes, IBO

Language Scope and Sequence, IBO

Houston Independent School District ELA Scope and Sequence and Vertical Alignment Matrix, 2014-2015