

## **Shadydale Elementary**

### **IB Language Policy**

**Established March 2018**

#### **Mission**

The mission of Shadydale Elementary is to maintain high expectations and promote academic excellence for all students. Students will develop the necessary skills needed to be inquiring, knowledgeable, and risk-taking global citizens who are empowered to take action in their school, community, and the world.

#### **Our Beliefs & Values**

- Language is the foundation of learning.
- All Shadydale Elementary teachers are responsible for supporting language acquisition and development for every learner in our building. We believe that every lesson can incorporate language skills, regardless of the content/subject-area.
- Shadydale Elementary commits to providing a learning community that supports language diversity. We understand the benefits of our diverse population and support the variety of languages that are native to our families.

#### **Campus Student Language Profile**

The major languages spoken and taught at Shadydale Elementary are English and Spanish. Limited English Proficiency (LEP) students make up 25% of the campus' population. Out of those LEP students, 20% are in the bilingual program, in either the one-way or two-way dual language program. In these programs, students receive instruction in reading, science and social studies in Spanish, while math and additional reading/language arts are provided in English. The remaining LEP students, 5%, are considered English as a Second Language (ESL) students and are taught in English. This group of students are provided Spanish instruction for 45-60 minutes a week by the World Language teacher. The additional language chosen for Shadydale general education students is Spanish to align with the community's growing population.

#### **Components of Program**

Shadydale offers one-way and two-way dual language programs, as well as general education with additional language support. Dual language provides the opportunity for all students to obtain a second language, while interacting with students from diverse cultures and backgrounds – regardless of their native language. This sets the state for cultural awareness and global citizenship. The two-way dual language program is comprised of native English and Spanish speakers (known as bilingual partners) learning in both languages through the content together. Ultimately, we want dual language students to become bi-literate and bilingual, which will propel them into their roles as global citizens. This occurs when students read, write, and think in both English and Spanish.

- Two-way Dual Language Kindergarten – 1 students are learning in their native language during 70% of the instructional day. Reading/Language Arts is taught in their native, mother tongue.
- Two-way Dual Language 2-5 students are learning in their native language during 50% of the instructional day. Reading/Language Arts is 50% English and 50% Spanish instruction. Math is taught in English. Science and Social Studies are taught in Spanish.
- One-way Dual Language Kindergarten-2 students are learning in Spanish during Reading/Language Arts, Science, and Social Studies. Math is taught in English.
- General Education with World Language (Spanish) course – K-5 students are learning in English throughout the entire day. Twice a week for 30 minutes' students receive Spanish instruction with the World Language teacher.

### **Identification of Language Needs**

As a requirement of state and federal guidelines, students who are enrolled at Shadydale Elementary must complete a Home Language Survey stating the language most often spoken at home and any additional languages used. If students do not speak English at home, additional testing will occur to determine the level of ability in English using the Language Proficiency Test.

Student language is also assessed using the Developmental Reading Assessment (DRA). This standard diagnostic test is given by the teacher or reading specialist. The results from this assessment can be used for intervention planning, small group instruction, and guided reading. Students are assessed with this tool at the beginning, middle and end of each year. Only two-way dual language students from second grade through fifth grade are assessed in both English and Spanish to see how they have progressed in the program.

The Texas Education Agency (TEA) designed the Texas English Language Proficiency Assessment System (TELPAS) to assess the progress that LEP students make in learning the English language. This assessment is taken from Kindergarten through 12th grade each year and aligns with the Texas English Language Proficiency Standards (ELPS). TELPAS includes evaluations in the areas of reading, writing, listening and speaking. Teachers are trained to interpret writing samples using the state rubric (beginning, intermediate, advanced, and advanced high) and LEP students in grades 2-12 take an online reading assessment to measure their progress during a given school year.

### **Support of Language Development through Instruction and Assessment**

Classroom teachers, along with the World Language teacher, fine arts and physical education teachers, and instructional support staff, work together to provide all language learners with access to age-appropriate content aligned to district, state and national standards. All teachers are responsible for requiring students to experience all content areas utilizing reading, writing, listening and speaking skills.

Language is infused throughout the Programme of Inquiry. High level thinking strategies, key concept questions, transdisciplinary skills, and inquiry-based learning support students in acquiring strong vocabulary skills and maintaining a rich language environment in their

classrooms. The unit planners are compiled of relevant, engaging activities and assessments that encourage opportunities for oral, visual, and written language learning.

Reading, writing, listening and speaking are major components of language development and are reinforced throughout the day across all curriculum areas. During reading and language arts, students are exposed to strong mentor texts, reflect on story elements, and utilize effective reading strategies for comprehension. Students also create their own writing pieces, listen to their teacher and peers read, and justify their thinking orally and in writing. Vocabulary development happens in every class with the use of word walls, concept maps, online resources, and print rich environments. During math, students are expected to explain their thinking using mathematical vocabulary and multiple representations of their solutions. Justifications in science are used to drive investigations and explorations. In social studies, students communicate their thoughts and opinions on current global issues in classroom discussions, journal writing, and group projects. Students are assessed in reading and writing, formally and informally, throughout the year.

Students in K-5 are given an end of semester assessment in reading in December. Third, fourth and fifth grade students take the state reading assessment (STAAR) in May, while K-2 students take the Terra Nova or Supera Reading assessment in April. Fourth grade students complete a Writing STAAR test in February/March. The Terra Nova and Supera assessments are norm referenced tests while the STAAR is criterion referenced. During the year, students are assessed in reading and writing through district and campus six-week common assessments. Weekly and daily journaling and writing prompts, and teacher-generated tests are also tools used for assessment. The information is used to re-evaluate small groups for intervention and guide instruction. It also provides feedback to teachers, students' and parents.

### **Support of Mother Tongue Languages**

Students in the one-way or two-way dual language program are instructed in their native language in Pre-Kindergarten through first grade at least 70% of the time. For Spanish speaking students, math is taught in English and for the English-speaking students, science and social studies are taught in Spanish. In second through fifth grade, students in the one-way or two-way dual language program are instructed in their native language for half of the instructional time; 50% of reading/language arts and 100% of math instruction is in English, while 50% of reading/language arts and 100% of science and social studies is taught in Spanish. English speaking students in the general education program are taught in their native language during all content areas, with 45-60 minutes a week in their additional language classroom learning Spanish. School communication, including documents that are sent home, are provided in English and Spanish.

Students who do not speak English or Spanish have their native language supported in class using effective, research based ELL strategies. The use of peer interaction, visuals, manipulatives, and graphic organizers support the transition into English during the day's instruction. Communication from the school is provided in their native language in cooperation

with district approved translators. Translation is also provided by the school and district during parent-teacher meetings and conferences.

### **Support of Second Language**

Second language support for every language learner at Shadydale Elementary occurs during daily language instruction, language support in the one-way and two-way dual language programs, and World Language courses. Every dual language class presents content in both languages, using academic and conversational vocabulary, which reinforces the second language acquisition based on the research of the program's components.

- **World Language Class** – Students attending the World Language class will be immersed in Spanish through technology, videos, music, basic greetings, and conversation. English students will attend this class two times a week for 30 minutes.

### **Parental Involvement**

Teachers, staff, and parents are expected to support language skills at home. Teachers communicate this expectation at the beginning of the school year during their Open House presentations and continue to share this expectation with homework assignments, weekly newsletters, and parent conferences. Some examples of language reinforcement at home include reading with their child on a regular basis, discussing their understanding of the day's lessons, assisting with research and inquiry-based projects, revising and editing writing assignments, and encouraging oral communication.

School-to-home communication such as report cards, medical forms, and other legal documents are formally translated and available in multiple languages. District approved translators are available at all PTA meetings, parent teacher conferences and curriculum family nights. Staff members assist with translating informal documents like parent newsletters and classroom news. School staff facilitates communication with families to encourage parental involvement and an understanding of all school programs.

Our new volunteer system has been upgraded to be more inclusive of our Spanish speaking families, as the system now provides opportunities to parents to volunteer more often. The information is provided in their home language, making more families comfortable to sign up to assist their child's class.

### **Ongoing Review of Language Policy**

The Language Policy is a working document which requires ongoing review and revision based on the needs of the student population at Shadydale Elementary. The IB Committee, comprised of administrators, teachers, staff and, parents will review the Language Policy every year after authorization is achieved. Feedback from all invested parties will be taken into consideration and subsequent revisions will be completed each year by the end of September. The updated policy will be shared with all staff during an IB Professional Learning Community and with the PTA during a given meeting. The final document will be posted on the school's website.