

Carl Hankey International Baccalaureate Academy Language Policy

Philosophy:

Carl Hankey International Baccalaureate Academy recognizes the ability to process and communicate through language is fundamental to learning. Teachers promote the integration of the strands of language arts which encompass reading, writing, speaking, and listening. Our philosophy presents opportunities for students to develop 21st century skills, where students are able to communicate, collaborate, critically think, and be creative through the use of inquiry. Teachers and students engage in lessons and instruction that is “broad and inclusive in that it provides a context within which a wide variety of teaching strategies and styles can be accommodated.”¹ In addition, as 21st century learners, these skills will help balance the ability to learn more than one language. We understand that some of our students come to us speaking a language other than English as their primary language and we honor the mother tongue along with its cultural ties. This philosophy is embraced by staff, students, and the parent community of our school.

Language Program Overview

As a California public school our primary language of instruction is English. Our student body reflects the diversity of our community with 25% identified as English Language Learners. Languages spoken at home by our students include English, Spanish, Arabic, Cantonese, Farsi, Russian, and Tagalog. Our school nurtures an atmosphere that respects and celebrates the diversity of our learning community, through the mother tongue library books provided through the PTA’s Celebration Books Program.

All teachers are responsible for language instruction. Instructional units are intentionally developed to promote literacy through the inclusion of listening, reading, writing, speaking, and presenting. The structure for language development is achieved through alignment with the frameworks: *Making the PYP Happen: A curriculum framework for international primary education*, *The Middle Years Programme: A basis for Practice*, and the California Common Core Standards (CCSS).

Through structured language instruction, Carl Hankey International Baccalaureate Academy teachers provide support and guidance that lead students to ever-increasingly demonstrate the capacity to:

- Listen attentively to gain general and subject-specific knowledge
- Read purposefully so they will read to learn
- Comprehend and evaluate texts across a range of curricular areas
- Cite evidence and evaluate various sources of information
- Communicate effectively using oral, visual, and written media

Instructional Practices/School Language Practices

The design of language instruction is responsive and differentiated to accommodate the diverse populations within the

¹ *Making the PYP Happen*: Annex Subject Areas pg 70 (Language in the PYP)

classrooms.

While the language of instruction is English, every teacher has earned certification from the State of California to teach English to speakers of other languages who are learning English. In alignment with district initiatives, teachers use English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) strategies to deliver daily instruction to those students who have limited English proficiency, as well as using Sheltered Instruction Observation Protocol (SIOP) and Guided Language Acquisition Design (GLAD) strategies.

Assessment

Formative assessments are used to measure student progress toward language goals. Intervention and differentiation of instruction is planned based upon evidence gathered from assessments.

Assessment Tool	Areas of Focus	Grade Level
DIBELS Next-University of Oregon	<ul style="list-style-type: none"> ● Alphabetic principle ● phonemic awareness ● fluency 	K-5
Wonders (K-3) Benchmark Advance (4-5) Amplify (6-8)	<ul style="list-style-type: none"> ● Reading comprehension ● Vocabulary ● Grammar and punctuation ● Writing, structure and organization 	
Teacher created assessments and projects	<ul style="list-style-type: none"> ● All five components of balanced literacy 	K-8
SBA (state testing) SBA Interim Assessments	<ul style="list-style-type: none"> ● Reading comprehension ● Vocabulary ● Grammar and punctuation ● Writing, structure and organization 	3-8

Second Language Instruction

The stakeholders recognize that every learner benefits from having access to different languages, cultures, and perspectives. Students are thus encouraged to become effective, multi-lingual communicators in their classrooms and beyond. Beginning in kindergarten, all students receive weekly instruction in Spanish which helps facilitate international-mindedness and enriches personal development.

- Second language teachers support the school’s reading, writing, and oral language practices as well as the programme of inquiry and the IB learner profile.
- Students learn to listen, speak, read, and write by engaging in a sequence of lessons that incorporate multi-modality approaches such as music and rhymes, TPR (Total Physical Response) activities, storytelling, writing, and reading. Classroom teachers are able to reinforce, and extend the language lesson throughout their programme.
- We encourage students to grow in cultural awareness and begin to engage with the world on a new level. Students are able to share their second language knowledge at home and in the community. International understanding is also enhanced through the study of customs, traditions, and everyday life in Spanish speaking countries throughout the world.

Mother Tongue Support

As required by the state of California, student language proficiencies in both the mother tongue and English are assessed when they enter the Capistrano Unified School District.

Students with limited proficiency in English are assessed annually using the English Language Proficiency Assessments for California (ELPAC) to determine their English language proficiency levels. These levels are reported to parents and to teachers to help guide instruction.

Limited English Proficient students in grades 3-8 are supported in various language acquisition programs such as Ticket To Read, Book Club, and Homework Club. These programs are funded through site-based Economic Impact Aid (EIA) monies.

Recognizing the critical component of the home-school link, and its effect on mother-tongue development and cognitive growth, a bilingual community liaison, English Language Development Advisor, and other multilingual staff support parents, frequently in the translation of teacher conferences, and draw them into the Carl Hankey International Baccalaureate Academy community. The school supports the parents of English Learners through English Language Acquisition Committee (ELAC) meetings. Here parents of students learning English discuss how their children can become more effective English communicators while still developing their mother tongue. This parent-directed group also gives input toward the development of school-wide goals. Finally, Carl Hankey International Baccalaureate Academy has twice hosted the Parent Institute for Quality Education (PIQE), a six-week long program focused on supporting English Learner families, whose mission states, “ *provide families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential.*”

Resources

Resource	Components	Grade Level
Library	Dictionaries Fiction and non-fiction reading books in multiple languages	K-8
Computer Lab	Discovery Education	K-8

	Google Classroom Ticket to Read	
Wonders Benchmark Advance	All five components of balanced literacy	K-5
Junior Great Books	All five components of balanced literacy	2-5
Intervention Materials	Leveled Readers Early Interventions in Reading Read Naturally DIBELS Next--University of Oregon Ticket To Read	K-5 K-2 K-5 K-5 K-5
Core Literature Novels	Various Titles and Genres	2-8
Amplify	All five components of balanced literacy	6-8
Professional Learning Communities	Common Core State Standards Great First Instruction (GFI) Professional Development Focus School-Aligning Standards Write From the Beginning Microsoft training for SKYPE Cognitive Guided Instruction (CGI)	K-8

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