



BRIGHAM ACADEMY

LANGUAGE POLICY

PHILOSOPHY

At Brigham Academy, every teacher facilitates language instruction through the core subjects. Students communicate and connect their learning across disciplines as they read, write, speak, and listen to one another. English is the primary language of instruction and Spanish is the secondary language of instruction. Students are encouraged to share and embrace their native culture as they learn and engage with others in an inquiry-based approach. Language is integrated throughout the school day, across content areas. Global awareness is achieved through strong communication and language instruction.

IDENTIFICATION

All students in Polk County complete a home language survey to identify the mother tongue of the family. Based on the survey, a screening is given to students whose primary language is not English. Students are then enrolled in English as a Second Language (ESL) based on their proficiency levels and are monitored to record their progress.

LANGUAGE OF INSTRUCTION

Day to day instruction is conducted in English. We utilize Lucy Calkin's Reader's Workshop as our primary method of instruction along with Reading Wonders as a resource. Students are given opportunities to self-reflect through personalized learning. Each student is given literature to match their individualized reading level. Teachers confer with students to assess their comprehension, phonics, phonemic awareness, vocabulary, and fluency skills. This information from conferring drives instruction. We are working to develop classroom libraries that are resource rich. Word walls and Spanish visuals are included in the classroom to assist students in the acquisition of language. At our school, homework is a

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reflection of learning that is taking place in the classroom. This aids in the connection between home and school. Resource staff, including the ESE teacher, IB coordinator, gifted resource teacher, speech language pathologist, and the reading coach, support teachers and students in the acquisition of language instruction. Oral, written, and visual language skills are integrated into the core subjects and units throughout the school day. Our teachers focus on asking higher order thinking questions about the key concepts. Research activities are embedded into our units. We emphasize the Approaches to Learning throughout each of our units as we teach students thinking, social, research, communication, and self-management skills.

SCOPE AND SEQUENCE: Brigham Academy follows the Florida Standards for language instruction.

ENGLISH AS A SECOND LANGUAGE (ESL): ESL students receive English language instruction through their classroom teacher, depending on student need as determined by the Polk County School district. Our teachers who have ESL students have taken additional training through an English as a Second Language endorsement program. This requires five college courses to be completed. This certification trains teachers on strategies and effective ways to teach students who do not speak English as their first language. This instruction occurs in an inclusion classroom. Students receive ESL services until proficiency is achieved. These students are assessed annually and monitored throughout the year in their classroom and ESL classroom. Student work is modified as determined by CELLA assessment, in collaboration with the ESL specialists, as needed. Our teachers participate in training about diversity and second language instruction yearly as we work to promote a compassionate environment for all students.

WRITING: Formal writing instruction is taught during the literacy block. Though formal writing instruction takes place during literacy, writing is infused throughout all content areas and included in our units. Students write for different purposes including narrative, informative, and opinion writing. They are given flexibility and choice when going through the writing process. Students revise, edit, and publish their writing with others. Teachers confer with students during the writing

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process to tailor to their needs. This provides a stimulating and differentiated approach to writing instruction for each child.

SPEECH AND LANGUAGE: Students may be referred for a speech/language evaluation. Once qualified, students receive services by a licensed speech language pathologist. The amount of time varies based on student need and is outlined in the student's Individualized Education Plan (IEP). These services are provided until the goals outlined in the IEP are mastered.

HEARING IMPAIRED: Hearing impaired students at Brigham Academy are mainstreamed with their peers. Classroom modifications are executed based on the student's IEP. Students receive support by a teacher of the deaf and hard of hearing.

PROFESSIONAL DEVELOPMENT: Ongoing professional development opportunities are available for the staff to support IB instruction as well as language instruction. In addition, experts in the field of literacy support our school with school-wide professional development. For instance, teachers are provided in school and after school in-service training about Reader's Workshop and best instructional strategies in reading and writing instruction. As we complete the writing of all thirty six units (K-5), teachers will be given time to participate in reflection and vertical and horizontal alignment of the Programme of Inquiry (POI). This will assist us as we continue to improve our curriculum and ensure that we are meeting the needs of all of our students.

RESOURCES: Our goal is to expand teacher and student resources to support language instruction. Presently, students and teachers utilize Lucy Calkins, Reading Wonders, Read Theory, Scholastic Weekly Readers, Fountas and Pinnell, Newsela, Read Works, and Reading Wonders online resources to enhance literacy instruction. These websites provide innovative ideas for our teachers.

PARENTS: Parents are asked to support their child's language instruction by reading at home. STEM literacy nights provide parents with opportunities to engage in literacy tasks on campus. Ideas are sent home monthly in the school newsletter

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that connect literature to the Learner Profile and IB attitude of the month. In addition, teachers send home weekly classroom newsletters so that parents can make connections to the concepts, skills, and inquiries taking place in class.

MOTHER TONGUE LANGUAGE

Translators are provided upon request during parent -teacher conferences and as needed throughout the school year. Ongoing efforts are in place to expand our collection of resources in multiple languages, including mother tongue languages. We are encouraging families to donate books to our "Build a Brigham Bear" library in an effort to grow our libraries on campus.

SECOND LANGUAGE ACQUISITION

Spanish language classes occur at our school when students reach age seven. They attend classes for thirty minutes per week. Lessons and language taught during Spanish class are reinforced in the general education classroom. Teachers have Spanish word cards posted around their room for student reference and our daily news show focuses on different Spanish words, phrases, and songs each month. Not only are students working towards acquiring a second language, but they are also focusing on the goals of foreign language learning, including culture, communication, connections, comparisons, and communication.

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