



## High Point Elementary Language Policy

“The development of language is fundamental to that need to communicate; it supports and enhances our thinking and understanding. Language permeates the world in which we live; it is socially constructed and dependent on the number and nature of our social interactions and relationships.”

IBO 2009, Making the PYP Happen: A curriculum framework for international primary education pp. 68

### Philosophy

#### High Point Elementary believes:

- Language is central to all learning and should be personalized to meet the needs of all learners.
- All staff members recognize that they are responsible for language development and instruction through collaborative planning and reflection.
- Every student has the capacity to learn through effective use of language and communication
- Developing students’ language skills enables them to solve problems, think critically, and take action.
- Celebration, respect, and support of students’ primary language is pivotal to language acquisition and development.

### Policy

#### High Point students learn best when provided with:

- Knowledgeable, caring, reflective, and passionate teachers
- Voice and Choice opportunities
- Language rich environments
- Authentic relevant experiences
- Clear and achievable Learning Targets
- Frequent listening, speaking, responding and writing opportunities
- Opportunities for both teacher and student-led inquiry
- Cooperative learning groups
- Encouragement to assume responsibility for their own learning through collaborative learning, continuous self-assessment, and reflection
- Exposure to purposeful struggle, critical problem solving
- Exposure to personalized learning levels as well as grade-level standards

## The Language of Instruction

English is the language of instruction at High Point Elementary. Forty-three percent of High Point students identify as Hispanic in heritage with twenty-one percent considered English Language Learners. Eight percent of students speak another language and Forty-nine percent consider English as their first language. Twenty-one different languages are spoken at High Point.

### Various Support for Language of Instruction

- Readers Workshop Model
- Math Workshop Model
- Lucy Calkins Writers workshop
- Inquiry Circles or collaborative groups
- Use of multi-media for listening, viewing, creating, presenting
- Anchor Charts
- Chalk Talk
- Scaffolding
- Labeled Classrooms
- Graphic texts, Leveled texts
- Think, Pair, Shares
- Number Talks
- Spiral Review/ Accessing prior knowledge
- Morning meetings
- Canine Assistance reading program
- Student-led conferences
- Special Education
- Talented and Gifted
- Early Intervention Program
- Flexible Learning Program
- Response to Intervention
- Speech Therapy
- After School Tutoring Program
- Math Moms for Translating Math Instruction
- Number Gym

### Additional Language Instruction

- Spanish language instruction for K-5, 1 time per week for 45 minutes
- Highly Qualified Spanish Teacher with dual certification: Early Childhood Education & Spanish
- Georgia Standards of Excellence for Modern Language Standards

### Technology and Language Integration

- Collaborate with people around the world using the web and video-based communication technologies
- Create and use online resources to facilitate inquiry.
- Research World cultures and communities
- Create and use online resources to foster international-mindedness
- Utilize learning platforms that are personalized for specific needs.

### Support for English Language Learners

- ESOL teachers using variety of push-in/pull-out model based on ACCESS level proficiency
- Use of realia, visuals, artifacts, sentences stems, and think time
- Imagine Learning; personalized, web-based language support
- Staff-wide SIOP (Sheltered Instruction Observation Protocol Model) training and implementation
- Multi-lingual Parent Liaison
- Fiction and nonfiction texts in mother tongue
- LaAmistad and The Mission after-school support for students and families
- Peer modeling
- Monthly Parent support meetings with parent liaisons for parents to learn how they can help out students
- Sheltered Instruction Observation Protocol (SIOP) training for all teachers
- Sixteen ESOL endorsed teachers

### Primary Language Support

- Multi-lingual Parent liaisons
- Parent Resource room
- Variety of texts of variety in languages other than English housed in Media Center, classroom libraries, leveled library, and content libraries
- Many district documents available upon request in primary languages
- Translators/Interpreters are available for Student Support Team meetings, parent teacher conferences, PTO meetings, Title 1 meetings, phone calls, grade-level and school newsletters

## Language Practices and Resources

Oral & Visual Language	Written Language
<p style="text-align: center;"><b>Oral</b></p> <ul style="list-style-type: none"> <li>• Cooperative discussions in classroom</li> <li>• Extended Text read-alouds</li> <li>• Modeled Reading, shared reading</li> <li>• Small group instruction</li> <li>• Parent Liaison</li> <li>• Musical Performances</li> <li>• Morning News Show - WPAW</li> <li>• Skype visits, Community visiting Experts</li> <li>• Student/teacher mini conferences</li> <li>• Inquiry based learning</li> <li>• Explain/Justify learning responses</li> <li>• Book reports, Research presentations, IB Summatives</li> <li>• Observe, Think, Question strategy</li> <li>• Number Talks</li> <li>• Peer Leader Program</li> <li>• PAWS Pack</li> <li>• Book Buddies</li> <li>• Student-led conferences in grades 3-5</li> <li>• Digital Portfolios</li> </ul> <p style="text-align: center;"><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Imagine Learning</li> <li>• Parent Resource Center</li> <li>• La Amistad</li> <li>• The Mission</li> <li>• Spanish instruction as a specials class</li> <li>• SIOP Model training</li> </ul>	<p style="text-align: center;"><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Decoding for accuracy</li> <li>• Phonics instruction</li> <li>• Fountas &amp; Pinnell leveled Texts</li> <li>• Small leveled group instruction</li> <li>• Book Buddies</li> <li>• Scaffolding</li> <li>• SIOP Model</li> <li>• Student reflections</li> <li>• Culturally diverse reading materials in Media Center, classroom libraries, concept and leveled library</li> <li>• Spanish books to support mother tongue literacy</li> <li>• Personalized learning platforms</li> </ul> <p style="text-align: center;"><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell Benchmark Assessment System</li> <li>• Accelerated Reading</li> <li>• iReady / iRead</li> <li>• RAZ Kids</li> <li>• Imagine Learning</li> <li>• iPads &amp; laptops</li> <li>• Parent Resource Center</li> <li>• La Amistad</li> <li>• The Mission</li> <li>• Leveled Library</li> <li>• Concept Library</li> <li>• Classroom Library</li> <li>• Orton-Gillingham</li> <li>• Leveled Literacy Intervention</li> </ul>
<p style="text-align: center;"><b>Visual</b></p> <ul style="list-style-type: none"> <li>• Digital Learning – Seesaw, Weebly, Educreations, Brain Pop, Tumble Books, Story Works, Mackinvia, etc.</li> <li>• SIOP training</li> <li>• Graphic Organizers</li> <li>• Maps</li> <li>• Charts</li> <li>• Interactive Smart boards</li> <li>• Redbird</li> <li>• Bulletin Boards</li> <li>• Anchor charts</li> <li>• Morning News Show - WPAW</li> </ul>	<p style="text-align: center;"><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Lucy Calkins Unit of Study for Writing</li> <li>• Translated documents</li> <li>• Wonder Walls</li> <li>• Inquiry Journals</li> <li>• Research projects</li> <li>• Writing across the curriculum</li> <li>• Word Walls</li> <li>• Quick Reference Spelling Books</li> </ul>

The language policy will be reviewed every three years in along with the Strategic Plan, by the Leadership Team and referred to the entire faculty for approval, or as needed.