



Language Policy

Eastport Elementary School- Anne Arundel County Public Schools
Annapolis, Maryland, US

The Eastport Elementary School community recognizes the essential role that language plays in any child's education. We believe that it is therefore also essential that the beliefs, expectations, and practices of the community are documented, shared, and understood by all stakeholders. The goal of this policy is to clearly state those shared beliefs, expectations, and practices to ensure that the mission of guiding all learners through the process of language acquisition and development can be achieved. The IB believes that "exposure to a language other than one's native or dominant language is beneficial in a wide variety of ways, not limited to language issues."

Philosophy

We believe:

- All learners, regardless of their linguistic background or profile, are engaged in a process of acquisition and development of language.
- Language acquisition and development involves multiple interdisciplinary approaches which engage the learners in reading, writing, listening and speaking.
- All teachers are language teachers and responsible for supporting a culture of language that values language traditions, and personal abilities.
- The goal of all learners is to progress towards mastery, that this goal is a life-long pursuit, and that the foundation for this is set in the earliest years of language learning.

Language Profile

As of the 2019-20 school year Eastport Elementary has 96 ESOL students. As federally mandated all of these students receive language support services.

- 95/96 students show a home language that is not English
- 94/96 students' home language is Spanish
- 1/96 students' home language is Urdu
- 1/96 home language is English

The minimum standard for English Language Learner support in Anne Arundel County Public Schools (AACPS) is 20 minutes twice a week, however, due to scheduling setbacks the duration of lessons and support per week varies at different grade levels. Students in kindergarten through fifth grade are supported by 1 full time and 1 part time ESOL teachers

Language of Instruction

At Eastport Elementary, English, (Language A), is the primary language of instruction in pre-kindergarten through Grade 5 and in single subject classes. In order to be successful as a student, a high degree of proficiency in written and spoken English is essential. To promote language development, teachers will:

- Utilize research-based instruction practices to improve English-language proficiency, and will continue to learn through professional development opportunities throughout the year.
- Implement continuous practice in reading, writing, speaking and listening which is vital in the development of language proficiency.
- Engage cooperatively to strengthen English-language proficiency based on students' needs.
- Differentiate instruction to meet the needs and learning styles of all learners.
- Create opportunities where students are developing communication skills and inquiring into language in an authentic way.

- Understand that language development progresses to different levels, and within different contexts and will vary depending on a student's social and academic experiences.
- Encourage students to reflect on the learner profile and approaches to learning as they develop literacy skills.
- Focus on language exposure and connections across language A, B, and mother-tongue.
- Use Instructional approaches that build on conceptual understanding in meaningful context and inquiry.

English Language Learners & Mother Tongue

Anne Arundel County Public schools (AACPS) provides an English acquisition program (ELA) which provides instruction and support for all ESOL students. At Eastport Elementary, students whose dominant language (mother tongue) is not English will require additional support services to access the curriculum and develop communication skills. To serve ELL's effectively the school ensures that:

- Certified ESOL teachers will provide support to English language learners (ELL) using a push-in or pull-out model within the context of the unit of inquiry, with small-group push-in for intensive support of highest-need students in the classroom.
- Teachers will present the target language in multiple contexts that are appropriate and relevant to the student.
- All teachers will differentiate and provide accommodations in their instruction and assessment practices to enable ELL students to engage with the learning process.
- Ongoing support for home language will be in place in order to develop a degree of proficiency in another language with the goal of gaining bi-literacy.
- All school staff stress the importance of continued home language practice and development in the home to students and their parents.

Language B: French Language Instruction

Eastport Elementary School supports a culture of language that values multiple languages. The school supports multilingualism and the development of international-mindedness through the instruction of the French language. Students whose mother tongue is Spanish are exposed to multiple languages; English and French. Eastport does not have a program that supports mother tongue instruction.

- French language will be integrated into daily situations and visible throughout the school.
- French language instruction will be offered to all students beginning in PreK through the World Cultures and language/ EEE program.
- Instruction in World Cultures for all grade levels Pre-K to 5 will occur 1x a week for 60 minutes.
- Instruction in French language for students in Pre-k to Grade 5 will occur once a week for 30 minutes.
- Learning engagements will be connected to the units of inquiry, when applicable.
- All teachers will model language learning by engaging with the lessons as a learner.
- French language instruction will be differentiated by age groups in the earliest stages of implementation will further differentiation for proficiency in the future.

Assessment

All teachers consider language development in their planning and teaching. A range of strategies and tools based on the school's assessment policy are used in monitoring student progress. Evidence of the IB learner profile and approaches to learning are reflected in assessment tools.

Focus on communication skills and performance-based assessments encourage students to demonstrate their skills, knowledge and strategies used in an authentic way. Instructional approaches include:

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| ● Guided Reading | ● Instructional vocabulary |
| ● Writers workshop | ● Interactive read alouds |

Assessments are aligned to state, district and federal guidelines.

- Benchmarks
- Fountas and Pinnell -identifies independent and instructional reading levels. Students develop word identification, fluency and comprehension skills.
- WIDA testing- instructional services are available to any student demonstrating limited English language proficiency on the WIDA Screener Assessment (as required by the Maryland State Department of Education).

Support Services

Eastport Elementary School has support services in place to support student language acquisition and development. Eastport's inclusion and assessment policies describes support for diverse learners inclusive of our ELL students

These supports include, but are not limited to:

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| <ul style="list-style-type: none"> ● Bilingual Outreach Facilitators and parent support programs ● AACPS Translators- (school events, IEP documents) ● Translation of documents (report cards, newsletters, all written school documents) | <ul style="list-style-type: none"> ● ESOL ● Reading intervention programs ● ALPS (advanced learner program) ● Title 1 (MOI, interventions, family programs) |
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Resources

- <https://www.ibo.org/language-policy/>
- https://resources.ibo.org/pyp/works/pyp_11162-51465?root=1.6.2.18.5.3
- <https://www.aacps.org/domain/293>

*A copy of this policy is included in documentation provided to all new staff. The policy will be reviewed annually by the staff and revised by the pedagogical leadership team as needed. Language policy 2019-