

Bradley International School
Language Policy
Established 2015-2016

Philosophy and Beliefs

At Bradley International School we believe that all students are language learners. Every student comes to Bradley International with a different background, varying perspectives and unique contributions. Language is one way that we celebrate and honor diversity. We believe that recognizing and supporting a student's mother-tongue language is crucial to their development. At Bradley International we are committed to developing language skills that empower students to effectively communicate.

Practices

Language of Instruction

- The *primary language of instruction* is English
- Reading instruction follows the district scope and sequence documents. Units have been re-ordered and scheduled to support the units of inquiry. Guided reading instruction focuses on skill development utilizing the content from the unit planners whenever possible.
- *Ready* is the predominate writing curriculum used throughout all grade levels. Writing genres have been organized to maximize integration with the units of inquiry.
- Oral language development and/or speaking and listening skills and goals follow the common core standards.
- The *additional language* offered is Spanish.
- All classroom teachers have 150 hours of English Language Acquisition (ELA) training which supports the development and acquisition of oral and written English through best practices, such as:
 - Print-rich environments
 - Multi-sensory stimulus
 - Opportunities for authentic language use
 - Scaffolding of instruction
 - Activating background knowledge
 - Teacher and student modeling
- Content in the grade level units of inquiry are taught in English with additional support for non-native English speakers.
- Students who qualify for ESL support are serviced by a certified ESL teacher in a resource setting. This teacher works to support specific language acquisition needs, with the goal being attainment of sufficient proficiency to function effectively in the regular classroom setting.

- Classroom teachers, M/M special needs teachers, and Response to Intervention (RtI) teachers and paraprofessionals provide intensive, research-based interventions to close the reading gap for all students who are not on grade level. The use of a differentiated block schedule for reading minimizes pull outs and interruptions to classroom instruction and maximizes the time students spend in the classroom.
- The school district mandates interim testing three times a year to monitor the progress of student growth in the areas of language learning. Classroom teachers evaluate the data to guide their classroom instruction.

Mother-Tongue Support

- The librarian and the Language B Spanish teacher have access to mother tongue language development resources and culturally diverse literature that support the various mother-tongue languages at the school.
- The Bilingual Parent Advisory Committee (BPAC) meets four times per year to support parents of students who speak another language. These meetings aim to increase comfort and understanding of the educational programming at Bradley including the IB Programme. Interpreters are provided for meetings for major languages.

Language B: Spanish

- All students, K through fifth grade, receive Spanish language instruction equivalent to 30 minutes a week.
- Bradley hopes that district budgeting in the future will allow for an increase of instructional time for Spanish language instruction.
- Teaching proficiency through Reading and Storytelling (TPRS) methodology is used to build Spanish listening comprehension, speaking, reading, and some writing skills.
- The Spanish teacher includes opportunities for students to gain cultural awareness of various Spanish-speaking countries in order to further students' international-mindedness.
- Collaboration between the Spanish teacher and the classroom teachers allows for Spanish vocabulary support for the units of inquiry.
- Hola Ninos! A TPRS Spanish curriculum is used to guide instruction.

Identification and Assessment

- When enrolling, families fill out a Home Language Questionnaire that identifies the student's mother tongue.
- Student English language proficiency is assessed using the state standardized WIDA ACCESS and W-APT tests. Results of these assessments are used to classify students as language learners or proficient English speakers.
- The ISA Team consists of two classroom teachers, one administrator, and one ESL teacher who are responsible for monitoring new students with language needs, assessing progress of English language learners, and redesignating them.

Professional Development/Certification

- All classroom teachers receive 150 hours of English language acquisition training.
- The Spanish teacher regularly networks with other PYP language B teachers across the state as well as visiting other PYP schools.
- The Spanish teacher attended TPRS professional development and Denver Public Schools world language trainings.
- Classroom teachers receive intensive professional development and instruction with the district approved writing curriculum.