



MYP Language Policy Langford Middle School



Philosophy

At Langford Middle School, all courses provide our student community access to a variety of vocabulary that is designed to mold them into:

- critical thinkers
- college ready citizens
- career ready citizens
- model citizens
- lifelong learners
- students who are empathetic

Langford Middle School believes that it is fundamental for our students to strive to embody the meaning and ideals of the **IB Learner Profiles**. Langford's community will meet our student's needs by embracing language, and using language as a tool to become true **IB learners**. Additionally, it is the belief of all stakeholders at Langford Middle School that students can learn and experience success in a second language; Langford offers Spanish to its student population. The Langford community considers all teachers to be language teachers. Langford teachers are also responsible for providing opportunities for students to use language to develop the skills and knowledge necessary to be communicators with an intercultural understanding and respect. All Langford teachers are responsible for providing opportunities for our students to explore language through a variety of media and modes and to engage and develop language skills with a variety of texts.

Language and Literature

The Language and Literature courses are limited to English as the language of instruction at Langford. All Language and Literature courses at Langford Middle School are aligned, and follow, the Georgia Standards of Excellence (GSE). Both the MYP objectives and the GSE align to develop critical, creative, and personal approaches to studying and analyzing literary and non-literary texts.

Language is used as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction. Skills that are developed in Language and Literature classes are expected to be transferred to other content area classrooms. All teachers at Langford are language teachers. Students must pass the Language and Literature class to be promoted to the next grade, and 8th grade students must pass the Georgia Milestones End of Year Assessment in order to be promoted.

The development of Language and Literature is important as it allows students to make connections within and across subject areas, and is facilitated by Global Contexts. Both the MYP objectives and the GSE align to develop critical, creative, and personal approaches to studying and

analyzing literary and non-literary texts. Langford offers the following classes for its student population:

- **Honors Language and Literature:** This class is available for Year 1, Year 2, and Year 3 students. Langford's students are eligible for this class if they:
 - are identified as gifted.
 - score in the top 10% of iReady diagnostics.
 - score at a level 3 or better on the Georgia Milestones.
 - have an above grade level Lexile score.
 - above average report card grades.
- **Language and Literature:** This class is assigned to the students who did not meet the criteria listed for honor's students. This class is also populated by inclusion students, and other students who may need additional support.
- **Self-Contained Language and Literature:** This class is populated with students whose IEP requires a self-contained setting.
- **Reading Intervention:** This connections class is assigned to students who need remedial assistance to help those who are at least two grade levels below grade level. This is an intensive learning class that utilizes:
 - whole group instruction.
 - small group instruction.
 - the iReady platform.
 - data from student's Language and Literature teachers.

Langford also offers students several clubs and opportunities that are under the Language and Literature umbrella. These clubs and opportunities are:

- Creative writing club
- Poetry club
- Audio/Visual club
- District Spelling Bee

Language Acquisition

The Langford Middle School community recognizes that a student's knowledge and use of the English language is not enough in an ever growing global society. The importance of students becoming culturally and linguistically proficient in a second language is recognized as a vital part of a student's overall development.

Langford students are given the opportunity to become proficient in Spanish; it is important to note that not all students at Langford have the ability to be enrolled in Spanish due to Richmond County School System's (RCSS) staffing restrictions. Half of Langford Middle School's students (Year 1, Year 2, and Year 3) are enrolled in a semester Language Acquisition (Spanish) course.

The enrollment structure for each IB year is:

- Spanish level I – Year I students, and students new to Langford.
- Spanish level II – Year II students
- Spanish I (High school Spanish) – Year III students

The Students at Langford receive instruction using an interactive and hands on approach that combines the skill areas of listening, speaking, reading, writing, and viewing. The Spanish (World Language) Georgia Standards of Excellence requires students to focus on:

- grammatical structures
- vocabulary development
- effective communication
- international awareness
- cultural awareness
- historical knowledge
- Spanish speaking countries
 - songs
 - traditions
 - life

Langford also offers students a Spanish Club, and students participate in the district's Foreign Language Fair.

Intensive Reading

Langford students who are at least 2 grade levels below their grade reading level are required to take a Remedial Reading class during connections. Students are identified through the following:

- Georgia Milestones scores
- iReady diagnostic
- teacher recommendation.

This intensive learning class utilizes:

- whole group instruction.
- small group instruction.
- the iReady platform.
- data from student's Language and Literature teachers which will help the teacher to design individual student plans.

The Reading Remediation class is designed to increase the student's specific reading needs such as

- decoding skills
- fluency
- reading comprehension
- vocabulary
- writing skills

Mother Tongue Support

The mother tongue of the vast majority of students at Langford Middle School is English. English is also the language of instruction; the only exception is the Spanish class which, in cases, requires instruction in Spanish.

Students whose mother tongue is not English are identified through:

- WIDA Screener test
- English Home Language Survey
- Spanish Home Language Survey
- "Other Language Home" Language Survey as needed

Langford students that are designated ESOL by one or more of the resources above will receive additional support through an ESOL teacher. ESOL students and parents have access to numerous resources on Langford's website. These resources are available before and after school. The Richmond County School System (RCSS) also provides training in the native tongues of students and parents. Finally, the Langford Media Center has a diverse library to support ESOL students.

It is the policy of Langford Middle School that students do not lose their cultural identity while a member of the Langford community. All Langford stakeholders are encouraged to celebrate the diversity within the Langford community.

Support Services

Langford Middle School has many support services available to students, including:

- Speech-language pathologist -screen, identify, assess, diagnose, and provide interventions for students with language disorders.
- Response to Intervention (RTI) -meetings called for any student who is in need of additional support or early intervention in order to be successful in school.
- Gifted program - individual uniqueness of the gifted identified student is respected and provided through a differentiated curriculum of content, process, and product. The goals of the Langford community is to provide the gifted student enrichment, acceleration, and to foster within each student the attitudes and skills necessary for the attainment of future goals.

- SPED services –students with an Individual Education Plan (IEP) receive services/support from a teacher at Langford Middle. This support can either take place in a self-contained setting, or in an inclusion setting. Students are included in all content and exploratory classes with the general education population.
- Sustained Reading Program - this program asks each student at Langford Middle to silently read for the first 30 minutes of the school day. Students can chose activities to do after they complete a reading. This program supports Langford’s School Improvement Plan (SIP).
- Media specialist –works closely with teachers, students, parents, and the school administration to ensure that curricular and support materials necessary for the development of language are available.
- Academic Support Specialist - works with classroom teachers and students to improve reading, writing, and language skills. Responsibilities include
 - participation in team meetings.
 - sharing information about district and state initiative.
 - supporting teachers with instructional strategies and assessments.
 - providing supplemental resources for struggling readers.
 - assisting with the reporting and analysis of data to meet the needs of diverse learners.
 - training teachers and students on the use of computer based programs.
 - working with small groups of students in their classrooms or in the media center.

Finally, professional development is a vital part of the language policy at Langford Middle School. Teachers participate in work-shops throughout each academic year. Thursday is the professional learning day at Langford. We ensure that the Lexington’s language policy is implemented by communicating with all stakeholders, students, teachers, parents, support staff, and administrators. Communicating with our stakeholders will be done through:

- Langford’s website
- Global connect
- Poster at Langford
- Title I meetings
- Curriculum night
- MYP Community Project night

On-going Review

The IB Committee, Langford’s administration, leadership team, faculty, staff, and community stakeholders’ team will revise and review the language policy annually.