

**MAYNARD HOLBROOK JACKSON HIGH SCHOOL
AND
MARTIN LUTHER KING, JR. MIDDLE SCHOOL**

LANGUAGE POLICY

Maynard Holbrook Jackson High School and Martin Luther King Middle School facilitate a language philosophy that endorses language support and IB accessibility for all students. Both schools ensure that an ongoing collaborative effort with the district's English Speakers of Other Languages (ESOL) department result in proper utilization of the program and support. Concurrently, attentive implementation of the Common Core Curriculum and World-class Instructional Design and Assessment (WIDA) result in further attainment of English language proficiency while integrating content.

Federal and state laws require information to be collected about the primary and home language of every student upon enrollment in the school district. Collection of language data takes place via survey provided by Atlanta Public Schools. The survey is currently available in twenty-one languages. Both candidate schools participate in the administration of the home language survey, which provides the schools with auxiliary information and result in procuring appropriate resources.

LANGUAGE NEEDS

Fluency in both oral and written communication is an essential component in promoting local, national and global awareness. Language instruction at Maynard Holbrook Jackson High School and Martin Luther King Middle School encourage effective reading, writing, speaking and listening skills. Through curricular incorporation of the Approaches to Learning Skills (ATLs) in IB pedagogy, Social Skills and Communication Skills will be appropriately developed and enhanced among students. Proficiency in English as a second language alongside students' mother tongue language will advance learners' mastery and requisite mobility.

Second-language proficiency fosters global connections. Reading materials from a variety of languages and cultures support the essential global awareness expected of IB learners. Media centers and Media Specialists at both schools provide supplemental materials that cater to the diverse needs of language learners.

CURRENT PRACTICES

Maynard Holbrook Jackson High School and Martin Luther King Middle School students are provided instruction in English/Language Arts yearly. Both schools provide World Languages (Mandarin Chinese, Spanish and French). At Maynard Holbrook Jackson High School, World Language courses (Mandarin Chinese, Spanish, and French) are required two year courses for graduation, or three year courses if students aspire to participate in the IB/DP program. Courses in the offered World Languages programs aim to build competence in speaking, reading and writing in a second language.

The World Languages Department within the district and Georgia Virtual School are additional resources that assist with language learning and support. Georgia Virtual School offers an extended curricula which include the following World Languages: American Sign Language, Chinese, French, German, Japanese, Latin and Spanish. Access to interpreters allow other language parents to actively participate in their child's education.

Non-native English speakers are instructed according to their proficiency as determined by the WIDA Can Do Descriptors (see attached). ESOL instructors provide individualized instruction in a small classroom setting to students whose WIDA English Language Proficiency (ELP) ranges from Entering (ELP-1); Emerging (ELP-2); Developing (ELP-3); Expanding (ELP-4); Bridging (ELP-5) to Reaching (ELP-6).

ASSESSMENT OF LANGUAGE ACQUISITION AND FLUENCY

Formative and summative assessments of language learning are vital to evaluating the efficacy of current pedagogy and resultant student understanding. Formative assessment is demonstrated in a variety of forms in the classroom setting via class discussions, interactive games, collaborative grouping, and short written responses. Summative assessment is demonstrated through formal writing, research projects, speaking presentations and standardized assessments, all of which validate expected competency.

Re-teaching of standards and monitoring and adjusting pedagogy are expected if anticipated competency is not evident. Tutoring schedules are posted by each classroom. Supplemental home assignments that promote student responsibility will be an integral part of bridging the gap between what is learned in class, and what can be learned through responsible Self-Management Skills.

SUMMARY

Entrenched in the structures of both Maynard Holbrook Jackson High School and Martin Luther King Middle School is a commitment to developing within each IB student an opportunity for ongoing support for mother tongue language as well as development of native tongue excellence. Adherence to WIDA Can-Do Descriptors, course offerings, data collection and teacher support play vital roles in language development. As a final point, a commitment to new developments in the language policy and philosophy will be ongoing.