

## **Harding University High School**

### **School Code 0730**

### **Language Policy**

#### **Introduction**

Harding University High School offers a challenging program of academic study designed to prepare all students for success beyond high school. The curriculum incorporates real-world experiences within a college preparatory teaching/learning environment that nurtures the development of students as active citizens, leaders, scholars, and researchers. Harding University High School is a county-wide magnet school offering the International Baccalaureate (IB) program. Next year we are becoming a comprehensive high school as well.

#### **Philosophy**

Our philosophy is that all teachers are language teachers. Language is the driving force that connects all of the IB disciplines. Effective language learning is a natural precursor to global understanding and awareness. Our goal is for students to achieve proficiency in English, the language of instruction, as well as in a second language: French, German or Spanish.

#### **Language Profile**

When a student enters the Charlotte-Mecklenburg Schools, the parent fills out a Home Language Survey. If a language other than English is spoken in the home, the student is given the W-APT or the WIDA-ACCESS Placement Test. If a student is not deemed proficient in the English language, the student is tagged as LEP (Limited English Proficient) and services are provided for that student in compliance with Title III of the No Child Left Behind legislation. Students then take the ACCESS test annually to assess progress. Harding University High School has an LEP committee that takes steps to ensure equality and access for these English Language Learners. Currently we have 4 students who are identified as LEP (or .5 % of our student population) and who are monitored. Other factors in our Language Profile to be considered are bilingual students whose parents speak other languages and who may or may not be proficient themselves in English. We also have students who come to Harding from the immersion program at Smith Academy of International Languages.

#### **Second Language Acquisition**

Students are requested to complete one year of a second language before entering Harding in Grade 9 so that students taking the IB exams will have had five years of preparation. If students do not have one year, we have in the past scheduled them for Level 1 in the fall term of their ninth grade year and Level 2 in the spring term. After completing Levels 1, 2 and 3 in our MYP program which is on the 4x4 schedule, students take Level 4 and 5 all year long their 11<sup>th</sup> and 12<sup>th</sup> grade years on the A/B Day alternating schedule.

#### **Mother Tongue Support**

Harding supports and respects and celebrates the mother tongue and culture of all students, as their mother tongue is the marrow of their identity. Parents and students are formally invited to share their culture at International Night and during Foreign Language Week, as well as informally during class presentations. Our Media Center subscribes to The Asian Herald and to La Noticia. Harding and the Charlotte Mecklenburg School system make parent communications and promotional materials available in languages such as Spanish and Vietnamese.

## Professional Development

Harding has implemented a strong school-wide ongoing literacy initiative. Teachers collaborate with the UNCC Writing Project leaders in addressing specific departmental concerns as well as general strategies. Harding is also using the Achieve 3000 web- based literacy program to increase student achievement on IB exams as well as state tests. Teachers track student progress on an individual basis and by class period and have learned to tailor instruction to meet individual student needs by attending the CMS Differentiation Academy. Books our faculty have received this year include:

Gallagher, Kelly. *Teaching Adolescent Writers*. Portland, Me: Stenhouse, 2006. Print.

Stronge, James H. *Qualities of Effective Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development, 2002. Print.

Bambrick-Santoyo, Paul. *Driven by Data: a Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass, 2010. Print.

Moore, Betsy, and Todd Stanley. *Critical Thinking and Formative Assessments: Increasing the Rigor in Your Classroom*.

Larchmont, NY: Eye On Education, 2010. Print.