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IMAGINE INTERNATIONAL ACADEMY OF NORTH TEXAS

World-Class College Preparatory Education

www.imagenorthtexas.org

MYP LANGUAGE POLICY

Beliefs

At the Imagine International Academy of North Texas, we believe that all teachers are language instructors and that all students are language learners. Each student comes to us with his or her own background and unique contributions. We believe that recognizing and supporting our students' mother tongue languages is crucial to their development. We are committed to provide our students and parents with a learning community that promotes and supports language diversity.

Identification

Mother tongue languages will be identified at the beginning of the school year, or when the student enters the school. All students identified as speaking a language other than English in their home will be screened for Limited English Proficiency (LEP), as required by the State of Texas. Students demonstrating a need for additional support in the acquisition of English will be provided an individual language support plan as guided by a Language Proficiency Assessment Committee comprised of parents, teachers, and administrators. Further, teachers will receive information regarding the student's mother tongue and English proficiency skills in order to best develop a plan of instruction to meet the student's individual needs. This identification allows us to strengthen our learning community and integrate language acquisition strategies into instruction.

Scope and Sequence

The scope and sequence of our language program is determined by the Texas Essential Knowledge and Skills, as mandated by the laws and regulations of the State of Texas, under the supervision of the Texas Education Agency. Teachers will integrate opportunities for exploration of the mother tongue through learning activities within the development of the written curriculum and each Unit of Inquiry. Teachers are encouraged to engage all parents in their classroom culture, and to seek individual educational contributions from parents of a variety of cultural and language backgrounds.

Instruction

All instruction is conducted in English, with language as the foundation of our curriculum. The instructional model for students who are not proficient in English is a full inclusion model. Teachers are expected to create a print-rich environment, teach with best practice strategies, and to set a model for language development for all students. Students learn from not only their teacher, but their peers and their experiences with language. Teachers plan for celebration of their students' mother tongue languages through varying instructional opportunities within each Unit of Inquiry. Annually, library staff will review availability of resources in student mother tongue languages.