

Oscar Mayer Language Policy

School Language Philosophy

Since language is an essential element of self-expression providing us with the means to communicate ideas and process the world around us, all Oscar Mayer teachers are language teachers, as all education involves the teaching of language. Teaching language is an active process which uses: authentic experiences with the goal of developing listening, speaking, reading, writing, presenting, and viewing skills through a culture of inquiry. Although 84% of our student's mother tongue is English we acknowledge the importance of each student's cultural background in order to provide opportunities for students to maintain or obtain language skills. This also helps create a foundation of learning upon which to expand their language abilities long term. Oscar Mayer language philosophy and policy align with the Common Core Standards and the International Baccalaureate Middle Years Program Objectives.

School Community Language Profile

English is the predominant language of communication for the majority of Oscar Mayer families. The breakdown of home languages of Oscar Mayer students are as follows:

Home Language	Total Number of Students	Total Percent of Student Population
Albanian	2	.30%
English	561	84.62%
French	1	.15%
German	1	.15%
Greek	4	.60%
Hebrew	2	.30%
Hindi	3	.45%
Ilocano	1	.15%
Japanese	2	.30%
Korean	1	.15%
Mandarin (Chinese)	1	.15%
Polish	3	.45%
Portuguese	2	.30%
Russian	2	.30%
Serbian	2	.30%
Spanish	68	10.26%
Swedish	3	.45%
Telugu	1	.15%
Turkish	1	.15%
Urdu	2	.30%

Language of Instruction

English is the first language of instruction at Oscar Mayer. We follow the Illinois state adopted Common Core Standards English Language Arts Curriculum for sixth, seventh and eighth grades.

Language of Acquisition

Spanish is studied in our Language Acquisition course for Oscar Mayer students grades six through eight. A placement test is given to all students to evaluate appropriate initial Language Acquisition placement into one of the three phases. The goal of this structure is to acknowledge and foster the complexity and range of language profiles that students bring to their MYP classroom.

At Oscar Mayer the students are divided into phases to help meet their instructional needs.

Number of students in each phase

Phase 1: 62

Phase 2: 32

Phase 3: 30

Mother Tongue

98.8% of Oscar Mayer's student population has a mother tongue that is the same as our home language. Our commitment to ensuring the development of the students' mother tongue is outlined in the Home Language section.

Language Professional Development for Staff

The staff of Oscar Mayer has participated in extensive professional development around the Common Core state standards, high-order thinking skills, guided reading, questioning and vocabulary instruction. Teams of teachers meet on a weekly basis to analyze data and create action plans for meeting student's individual language needs.

Curriculum for Students in the Home Language – English

At Oscar Mayer Magnet we believe in Balanced Literacy. Balanced Literacy is a comprehensive program of language arts acquisition. It contains all of the components necessary for students to master written and oral communication. It includes teaching fluency, grammar, reading comprehension strategies and writing forms and skills. The content of the curriculum is driven by the Common Core English Language Arts Standards. Those standards focus on literature, informational text, writing, listening and speaking.

Assessing Students in the Home Language – English

Fountas and Pinnell - *The Fountas & Pinnell Benchmark Assessment System* (BAS) is a one-on-one assessment system that matches students' instructional and independent reading abilities.

NWEA MAP – Students take the NWEA Measures of Academic Progress (MAP) reading assessment in the fall and spring of each school year. MAP is a computerized assessment that adapts to each student's learning level. Students are assessed in the areas of *Literature, Informational Text and Foundational Skills and Vocabulary*.

Curriculum for Students in the Language of Acquisition – Spanish

The Spanish Language team uses the IB MYP objectives, American Council of the Teaching of Foreign Languages and the Illinois State Spanish standards to drive the Spanish curriculum and instruction at Oscar Mayer. The Spanish language team uses

the textbook *Avancemos* to help deliver instruction. The text has rich cultural content, personalized instruction and interactive technology.

Assessing Students in the Language of Acquisition – Spanish

Assessments aligned with the *Avancemos* text help the Spanish language team place students in their appropriate phase for instruction. The instructors use the IB MYP assessment criteria for Language Acquisition to assess the students' summative performance tasks. The four criteria assessed are A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken, written and visual text and D: Using language in spoken and written form.

Response to Intervention

At Oscar Mayer, it is important to meet the unique language needs of all of our students. In some cases, students require instructional support in addition to daily classroom activities. Response to Intervention (RTI) is a three tiered process that provides strategic instruction to children within the general education setting. Each tier provides additional support beyond the core curriculum. This process is designed to improve students' academic performance, proficiency and confidence. The goal of RTI at Oscar Mayer Magnet School is to provide specific and targeted instruction to ensure all students achieve success.

Tier 1

- All students receive research-validated curriculum, differentiation and varied instructional methods by the classroom teacher and teaching assistants/
- Progress is monitored at predetermined benchmark assessments.

Tier 2

If adequate progress is not made with Tier 1 supports and differentiation, then student is moved to Tier 2.

- Students are identified for Tier 2 interventions through universal screening assessments (Fountas and Pinnell and NWEA).
- **In addition to general/universal daily classroom instruction**, Tier 2 interventions will be provided by the classroom teacher at least 3xs week/30 minutes. Groups should consist of 5 or fewer students. Progress is monitored every two weeks for 10 weeks and data is collected on the student.

Tier 3 *If adequate progress is not made with Tier 2 interventions, student is referred to Tier 3 and is provided additional intervention.*

- In addition to general/universal daily classroom instruction and classroom interventions, Tier 3 interventions will be provided by RtI Interventionist 4-5/week for at least 30 minute sessions. Groups will be individuals and/or small groups of 3 or fewer students. Progress will be monitored weekly for 10 weeks and data is collected.

English as a Second Language

There are eleven students who qualify to receive English as a Second Language services at Oscar Mayer. The process for identifying students who need services begins when

Chicago Public School's Instructional Management Program and Management Tool (IMPACT) generates a list of students who should be assessed based on the Home Language Survey given to every student at registration. If parents answer yes to any of the questions on the survey indicating they either speak a language other than English at home or are exposed to a language other than English at home then the student must be assessed.

There are 3 different assessments; the Pre-IPT test for students in PE and PK, the WIDA MODEL K which is only for Kindergarten, and the WIDA Access Placement Test for all other grades. Each student must be assessed individually. Grades are entered into IMPACT and it creates a list of students who are in the program based on their scores. IMPACT also provides letters to send home that explain the program to parents and require approval to receive English as a Second Language services for their child.

There are only pull-out services provided at Oscar Mayer because of the small population of students who qualify. The English as a Second Language instructor provides services to these students between 1-4 times/week for thirty minutes at a time.

Currently (as of the 2014-2015 school year) there are eleven students who qualified as English Learners at Oscar Mayer, one of whom is a student with special needs. Their home languages are as follows:

Serbian – 1
Spanish – 8
Russian - 1
French -1

Parent Education and Outreach

The staff of Oscar Mayer holds parent education events around language each year. One of those education nights is for families whose children are just entering the IB MYP at Oscar Mayer. At these "step-up nights" parents learn about the curriculum and objectives around language at Oscar Mayer. In terms of written and verbal communication with parents whose first language is not English, there are several staff members who speak Spanish and are available to translate in person or in writing. The ESL coordinator also translates documents for families whose first language is not English.

Review of the School Language Policy

The School Language Policy will be reviewed annually by the IB MYP teaching team and the school's Instructional Leadership Team.