



# McCaskey Campus Language Policy



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## Introduction

### Philosophy

We support language development as a means for interpersonal, presentational and communicative expression. Although our language of instruction is English, we view all languages as being equal in their ability to instill a sense of personal and cultural identity. Being fluent in more than one language develops good communicators in an internationally minded environment. Having diverse cultural and linguistic learning opportunities helps to promote open-mindedness and gives students the necessary communication tools to understand and appreciate others. Continuous language development is the responsibility of teachers, parents, and students.

### Language Profile

There are several hundred students for whom English is not the native language. According to the World-Class Instructional Design and Assessment (WIDA) Consortium's assessment system, there are students who are Entering Level, students who are at the Emerging/Beginning Level, students who are at the Developing Level, 249 students who are at the Expanding Level and 12 students are at the Bridging Level.

There are 24 native languages house at McCaskey Campus:

<b>Native Language:</b>	<b>Number of Students:</b>
Afar	3
Amharic	1
Arabic	15
Burmese	4
Chin	1
Creoles	1
English	2
Haitian Creole	15
Kachin	1
Karen	7
Khmer	1
Kinyarwanda	10
Kru	2



Lingala	2
Manobo	1
Nepali	28



Nyanja	1
Oromo	1
Somali	6
Spanish	349
Swahili	38
Undetermined	
Vietnamese	5

All faculty and staff members are responsible for encouraging language development. However, several faculty and staff members specifically manage the development of English language skills for non-native speakers. Seven teachers teach in the Newcomer Program. The Newcomer Program is sheltered instruction for students who are just beginning to learn English. These seven teachers provide instruction in various subject areas (math, science, etc.) while use techniques suitable for new English language learners. In addition, in the Newcomer Program one paraprofessional assists the students in the Newcomer Program. There are also nine English as a Second Language (ESL) teachers on Campus. These teachers teach English language classes and support students in content-area classes. They monitor the progress of students and implement supports for students of various levels of English proficiency.

### Language Learning

Language is central to the development of skills within and across all subject groups. At the McCaskey Campus, we recognize that language can be specific to subject groups and disciplines. To promote the use of appropriate language and the development of language skills, we:

- use visuals where appropriate to enhance understanding;
- use graphic organizers;
- use both print and digital resources;
- use multiple types of texts;
- use body language;
- use various displays to enhance the learning experience;



- use multilingual artistic displays.

In addition to learning English, many English Learner (EL) students also take Language Acquisition courses. Some EL students do not have room in their schedule for a Language Acquisition course because they are taking multiple English development courses. However, no student excluded from Language Acquisition courses when their schedule allows.

### **Library Support**

Teachers maintain classroom libraries in target languages.

Print and digital resources for support of mother tongues and for support of language acquisition are available in the library and online through the library's website.

### **School-wide Supports**

The school offers a variety of translation services.

- At school events such as orientation night, graduation and parent meetings, translators are on-site for students and parents for whom English is not the native language. This service is available through a community partnership called Language Connection.
- Language Connection also translates all official school communication (letters, announcements, etc.) so that all families and community members have equal access to important information.
- To communicate with parents via telephone, a translation service called Language Line is used.

All students entering the school who are not native English speakers have an orientation with a dedicated counselor and translator.

After-school clubs like Latino Club, Asian Club and German Club promote language development and explore the culture of other countries.

World Language Evening is a chance for students to display and speak about their native countries and traditions.

### **Language of Instruction: English**

The language of instruction at McCaskey Campus is English and English is the primary language of instruction in all subject groups. Classes such as Language and Literature A are designed to increase and demonstrate student fluency in English. Fluency allows students to demonstrate content knowledge in linguistic, analytical, and communicative ways.



## English Language Learners (ELL)

English Language Learners (ELL) is a national-origin-minority student who is limited-English-proficient.

### Identification

In order for students to be identified as English Language Learners (ELL) there are two steps. First, parents fill out a state-mandated survey on the home language. The home language is defined as the primary language spoken in the home. If the parent checks that something other than English is home language, the student is given a test to determine their English proficiency.

### Levels and Testing

- The World-Class Instructional Design and Instruction Consortium (known as the WIDA consortium) has developed the WIDA Access test to determine English language proficiency. This is commonly known as WAPT (WIDA Access Placement Test).
- The test determines language proficiency on a scale of 1-5:
  - Level 1: Entering
  - Level 2: Emerging/Beginning
  - Level 3: Developing
  - Level 4: Expanding
  - Level 5: Bridging
- Non-text-based exams are available for students without written fluency in their native language.
- Students take exams once per year to determine growth in English.

### Support

- Level 1 students receive sheltered instruction in the Newcomers Program.
- Levels 1 and 2 students take a class called Skills Prep, during which they receive extra help on assignments and practice language development skills.
- Levels 1, 2 and 3 students take a Language and Literature class specifically designed for English language learners that is twice as long as a normal class period.
- Teachers are expected to differentiate instruction and assessment for all levels of students based on their level of proficiency.
- A dedicated ESL teacher monitors all English Language Learners. This teacher monitors success and provides extra supports when needed.
- After-school tutoring is available to all students. There is a dedicated ESL classroom



specifically for students who need extra tutoring in language development.

Professional Development

- Teachers participate in state-mandated professional development sessions every month to learn how to support language fluency for EL students.
- Professional development courses on skills and strategies for students of different levels are offered throughout the year.

Language Acquisition

The McCaskey Campus offers three languages in Language Acquisition: French, German and Spanish.

**Assessment and Placement**

- In their first year of MYP at JP McCaskey High School Campus, students are required to choose between French, German or Spanish as their language acquisition choice.
- Proficiency tests are often administered when students begin at the high school in order to assess their competence in French, Spanish and German as necessary. Results from the tests are used to place students accordingly into the correct language acquisition level. Students must pass Phase 4 in order to be able to change language during years 4 or 5 in MYP.

Sequence

	<b>Courses</b>
<b>French</b>	French 1, Honors 1, French 2, Honors 2, IB French 3 (SL), French 3, IB French 4 (SL), French 4, IB French 5
<b>German</b>	German 1, Honors 1, German 2, Honors 2, IB German 3 (SL), German 3, IB German 4 (SL), German 4
<b>Spanish</b>	Spanish 1, Honors 1, Spanish 2, Honors 2, Spanish, Honors 3, IB Spanish 3 (ab initio), Spanish 4, IB Spanish 4 (SL), IB Spanish 5 (HL), AP Spanish 5 (Language), AP Spanish 6 (Literature), IB Spanish 7: Lang & Lit (Bilingual Diploma)



	<b>MYP Phase</b>	
Level 1	Phase 1, Phase 2	Emergent Communicator (Novice) <ul style="list-style-type: none"> <li>• Simple phrases, questions</li> <li>• Convey basic information</li> <li>• Purpose and audience</li> </ul>
Level 2	Phase 2, Phase 3	
Level 3	Phase 3, Phase 4	Capable Communicator (Intermediate) <ul style="list-style-type: none"> <li>• Engage and interpret</li> <li>• Conversations, structured writings</li> <li>• Different audiences, format, style</li> </ul>
Level 4	Phase 4, Phase 5	
Level 5	Phase 5, Phase 6	Proficient Communicator (Advanced) <ul style="list-style-type: none"> <li>• Complex texts</li> <li>• Analyze and evaluate</li> <li>• Format, register, style, audiences, purpose</li> </ul>
Level 6	Phase 6	
Level 7	Phase 6	

## Policy Review Protocol

This assessment policy is a dynamic and changing document. It will be reviewed at least once per year, and changes will be made as necessary using feedback from teachers, students, families, and the Office of Teaching and Learning at the School District of Lancaster.

## Acknowledgements

The following documents were consulted in the development of this assessment policy.

IBO (2014): MYP: From Principles into Practice

IBO (2017): MYP Subject Guides

Wooster High School and Vaughn Middle School IB Language Policy (n.d.).  
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