



## Memorial Middle School and Jones High School International Baccalaureate World Schools Language Policy

At our schools, we recognize that all educators are language teachers and are responsible for students' language development. Through language, our students develop the communication skills necessary to thrive in the 21st century global society. English is our primary language of learning. All IB students are also required to enroll in a language acquisition course in every year of the programme. Students strive to develop fluency in reading, writing, speaking, and media literacy in English and the selected language acquisition. Florida Standardized Assessment is given each year in May to evaluate mastery of the state standards in reading and writing. The test is scored on a 1-5 scale with scores of 3-5 considered passing. Our school community celebrates and promotes diversity, multilingualism, and intercultural understanding.

### **Identification and Review of Language Services:**

In all Florida public schools, instruction is provided in English to all students, even those with limited proficiency. Instruction in English is designed to develop students; mastery of the four language skills: listening, speaking, reading, and writing (as per Florida State Statute 2019 - 1003.56). The Home Language Survey is provided to parents when students register for a Florida public school to determine student eligibility for language services.

Dependent on the demographic of the student population, English Language Learners (ELL) may be provided with comprehensible instruction through specialized programs such as: English for Speakers of Other Languages, One-Way Transitional Program Model or Sheltered Instruction. ELL students are evaluated annually with the WIDA and Florida Standardized Assessments (FSA). Scores from both assessments determine services provided during the following school year.

### **Supports:**

- OCPS educators are required to complete the ESOL courses. All teachers on campus receive 60 hours of ESOL training; teachers of language and literature and intensive reading receive 300 hours of ESOL training. These courses include strategies for supporting students within the school community.
- OCPS provides various pathways to support English and language acquisition. The staffing specialist evaluates all ELL upon registering to determine needs and provide appropriate support. ELL may receive sheltered instruction, daily intensive reading class, differentiation within the classroom, multilingual testing accommodations, and additional support personnel in some classrooms. Materials published in the home language may be provided to the student and also sent home to enable parents and guardians to participate in their child's educational pathway.
- OCPS provides parents and guardians access to a language line with live interpreters in over 240 languages. Through the language line, OCPS schools provide interpretation services to families and support multilingualism.
- School-based Media Centers contain books in English, language acquisition, and many home languages to support multilingualism.
- Any students earning a score of Level 1 on the Florida Standards Assessment (FSA) are enrolled in an intensive reading class. Students in intensive reading classes use i-Ready online lessons to improve their proficiency in reading. i-Ready diagnostics are administered five times a year. The scale scores and placement levels in i-Ready help teachers target important areas of need and enable them to make decisions for individual instruction. As students reach higher levels of achievement, they may qualify to exit the intensive reading class. Informational nights and communication from the school keep parents informed of their child's performance in class, opportunities for support, and language acquisition courses.
- All educators are teachers of reading and writing. OCPS has a strong commitment to this and provides extensive professional development through the DPLC teams at each school. District-wide strategies for close reading, annotating text and writing are used in all classrooms to help students gain knowledge and understanding of rigorous texts.

The policy is presented to stakeholders annually for review and may be revised upon request.