Michael M. Byrne
Language Policy
Mission Statements

Vision:
AT BYRNE ALL STUDENTS ARE PROVIDED A CHALLENGING EDUCATION IN A SAFE MULTICULTURAL ENVIRONMENT.

Mission:
Byrne Elementary aspires to develop global thinkers in a multicultural society where they will be productive, inquisitive, and life-long learners. It aims to develop critical thinkers with multicultural awareness. Our students will be productive, knowledgeable, balanced, principled and reflective life-long learners who positively impact their community, country and world.
Language Policy

Philosophy:

The academic program at Michael M. Byrne elementary recognizes the language is central to a student’s learning, cognitive and social-emotional development. It is our belief that language facilitates how we engage with the world around us. All educators in our academic continuum, understand that they are stakeholders in the language development of our students through supporting their listening, speaking, reading, writing, presenting, and viewing skills in their respective subjects and learning spaces. In addition to the development of the host language, our educators understand the importance of supporting the mother tongue of our students and continuously work to develop a program that is founded in multicultural awareness in which all students’ cultural backgrounds are valued. To achieve this goal, Michael M. Byrne’s Language Philosophy is aligned with Common Core standards, IB MYP objectives and subject specific state standards that support language development.

Instruction and Assessment in Language and Literature

English is the host language of Instruction at Michael M. Byrne Elementary. Language instruction at Michael M. Byrne Middle Year Programme Years 1-3 follows the Illinois state adopted Common Core Standards English Language Arts and IB MYP Language and Literature objectives to develop student host language.

At a district level, skills in the host language are assessed NWEA MAP – Students take the NWEA Measures of Academic Progress (MAP). This test is administered twice a 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. Students may be assessed in the Spanish language for both math and reading, depending on the student’s language proficiency level determined by other assessment and surveys.
Language of Acquisition: Spanish
At Michael M. Byrne, Spanish is the selected language for our Language Acquisition program. Spanish is aligned with the Language Acquisition program offered at our neighboring high school which a large population of students attend to continue their MYP continuum. Through an informal teacher-student initial Language Acquisition assessment, we will evaluate which one of the three phases students place into. Through a placement test, we are able to evaluate the appropriate initial Language Acquisition placement into one of the three phases. This allows the appropriate complexity level for students in our language Language Acquisition program.

Language Profile

Learning of Host Country/Regional Language and Culture
As part of the Chicago Public Schools initial enrollment, every student is provided with a Home Language Survey to determine the language representation of our student body. The Home Language Survey identifies student home language. A WIDA Screener is an English language proficiency assessment given to students to help educators identify whether they are English language learners. The assessment includes listening, speaking, reading and writing. The WIDA Screener is administered by the English Language Program Teacher.

The ACCESS assessment is administered annually and measures students’ growth in English Language proficiency. Data from this assessment enables teachers to progress monitor students, make informed decisions about program placement and better meet the needs of students. In addition to WIDA Screener and ACCESS assessment, we follow the CPS Biliteracy Policy, Language Allocations, Instructional Designs, and Standards.
**Strategies to Support Teachers and Students**

The administrative team at Michael M. Byrne are committed to supporting our educators’ on-going professional development to improve the language instruction at Byrne Elementary. This commitment and support is provided by allocating funds for professional development provided at a district level as well as in-house language learning professional development across the grade levels.

**Communication Plan**

It is our goal to make Michael M. Byrne Language Policy accessible to the entire school community. It will be viewable on the school website.

**Review of the Language Policy**

The Language Policy will be reviewed and updated yearly in a collaboration of the Instructional Leadership Team, IB leadership team and English Language Learner Program Coordinator.
Resources in developing our language policy:


2. https://docs.google.com/document/d/1SCISbZbnRrOM5FcJkUbEquP_Vyww1SMMNPDCSU7ulCU/edit