



Lanier Middle School

“An International Baccalaureate Middle Years Programme School”

Lanier Language Policy

The language of instruction at Lanier Middle School is English. All Lanier Middle School teachers are language teachers in an urban inner-city whole school model of the Middle Years Programme (MYP). Lanier Middle School serves a very diverse student population from a wide variety of backgrounds and cultures. We provide English instruction for non-English speaking and limited-English speaking students through our English Language Learners (ELL) program. Currently about five percent of our student population is considered to be English Language Learners. We recognize that Lanier Middle School must provide these students the language of instruction and at the same time stress the importance of mother-tongue maintenance and development.

The role of language plays an extremely important function in teaching and learning at Lanier Middle School. The importance of the English language and the study of other languages have a special significance in the MYP programme design at Lanier Middle School. English is used in language and literature classes, and French, Mandarin and Spanish are the language acquisition courses offered. Lanier offers different levels (phases) of second language acquisition which meets the needs of our diverse population. All students work to acquire at least one other language in addition to their mother-tongue language. Currently we service students whose mother tongues are Spanish, Vietnamese, Chinese, Russian, Korean, Japanese, Ordu, Hindi, Thai, Farsi, just to name a few.

Houston Independent School District is a large urban district that has a very diverse population of students.

Students by Ethnicity

Ethnicity	# of Students	% of All Students
American Indian/Alaskan Native	438	0.2
African American	51,814	23.98
Asian	8,378	3.88
Hispanic	134,334	62.16
Native Hawaiian/Other Islander	161	.07
Two or More	2,330	1.08
White	18,653	8.63
Total	216,106	100.0

Students by Grade Level

Grade Level	# of Students	% of All Students
Kindergarten & Earlier	31,633	14.64
Elementary 1-5	89,095	41.23
Middle School 6-8	41,214	19.07
High School 9-12	54,164	25.06
Total	216,106	100.0

Students by Program

Program	# of Students	% of All Students
LEP	68,659	31.77
ESL	23,566	10.9
Bilingual	45,191	20.91
At Risk	145,725	67.43
Title I	199,266	92.21

Special Education	15,487	7.17
Gifted/Talented	32,543	15.06
Economically Disadvantaged*	166,370	76.99

*Meets federal criteria for free and reduced-price lunches.

HISD serves elementary language minority students who speak languages other than Spanish and secondary language minority students through English as a second language (ESL) methodology. ESL programs provide language minority students with English instruction that is commensurate with the student's level of language proficiency.

The required program for secondary Limited English Proficient (LEP) students is an ESL or a modified Language Arts program. These programs shall include intensive instruction in English through the use of second language acquisition methodologies designed to develop proficiency in the comprehension, speaking, reading, and writing of the English language. The ESL courses shall be commensurate with the student's level of English proficiency. Bilingual education or courses taught in the student's native language may be offered when resources are available. Current supports that are offered at Lanier are, Learning Allied, Kurzweil, Rosetta Stone, and provisional technology.

The district shall provide for ongoing coordination between the ESL program and the regular educational program. The ESL program shall address the affective, linguistic, and cognitive needs of limited English proficient students as follows.

Affective- LEP students shall be provided instruction using second language methods in English to introduce basic concepts of the school environment which instills confidence, self-assurance, and a positive identity with their cultural heritages. Through the middle years programme, the school addresses the history and cultural heritage associated with both the students' home language and the United States.

Linguistic- LEP students shall be provided intensive instruction to develop proficiency in the comprehension, speaking, reading, and composition of the English language. The instruction in academic content areas shall be structured to ensure that the students master the required Texas essential knowledge and skills (TEKS) and higher order thinking skills. Content language and vocabulary support will be a primary linguistic focus.

Cognitive- LEP students shall be provided instruction in English in mathematics, science, and individuals and societies using second language methods.

The instruction in academic content areas shall be structured to ensure that the students master the required TEKS and higher order thinking skills.

The use of second language strategies or another language shall not impede the awarding of credits/units toward meeting promotion requirements.

In HISD, all LEP students shall participate in a required ESL program offered at each campus. The following is a description of the two types of ESL programs.

Many students enter middle school having been served for 4 or more years in Bilingual or ESL programs in elementary school. These students are either at the advanced or transitional instructional ESL level and only require a program of modified English language arts and reading instruction. These students are provided the same content and ancillary courses as non-LEP students but instruction is modified to include second language teaching strategies.

Goals of the Transitional ESL Program:

- acquire and develop English listening, speaking, reading and writing skills
- mainstream into regular program

The second program, the newcomer program, is for immigrant students who have no prior exposure to the English language. The latest research on the academic achievement of new arrival immigrant LEP students reflects the effectiveness of newcomer programs, either a separate site or school within-a-school models. Most of the newcomer programs (89%) fall into the second category (Short and Boyson, 1999). Newcomer programs provide partial to full instructional support to students, with bilingual and/or native language support in content courses, sheltered content courses using ESL methodology, and ESL language arts and reading courses.

The state mandated curriculum or TEKS for all ESL courses may be accessed from the Multilingual Department website. The ESL TEKS require that ESL courses provide instruction to develop the four ESL skills but also meet the same English Language Arts requirements as non-LEP students. The English Language Arts instruction must be modified to be commensurate with the ESL instructional level of the student. All teachers with students that have been identified at LEP are required to receive training in best practices for supporting language learning.

The full district policy can be requested from the Multilingual Programs department - <http://www.houstonisd.org/Domain/8037>

Lanier Language Acquisition:

The goal of the language acquisition program is to provide the opportunity to learn a new language and to provide a better understanding of different cultures around the world. Students that attend all years of the programme at Lanier, will reach a minimum of phase 4 of the Middle Years Programme language acquisition framework. The objectives of all language acquisition courses include: comprehending spoken and visual text; comprehending written and visual text; communicating in response to spoken and/or written and/or visual text; and using language in spoken and/or written form.

Year 1 (6th grade) students will choose two languages from our language acquisition offerings to gain exposure to more options prior to selecting one language for year 2 (7th grade) and year 3 (8th grade). Students will not be able to change language after the first two weeks of school. Classes will be coded Seq. 6. and will be filled according to student's first-choice up to class capacity then they will be assigned to a second or third choice class. Students and parents will not be guaranteed their first-choice language. The language offerings for Seq. 6 are Spanish, French and Chinese and will cover phase 1 of the MYP's identified phases.

Year 2 students will take a full-year of one of the three languages offered at Lanier. Students will not be able to change language after the first two weeks of school. Classes will be coded Spanish 7Seq, Chinese 7Seq and French 7Seq. Year 2 courses will build on phase 1 and complete phase 2 of the framework.

Year 3 students will take a full-year of the same language that they took in Year 2. Students will not be able to change their language course in Year 3 in order to meet MYP requirements. Classes will be coded Spanish 1a/1b, Chinese 1a/1b, and French 1a/1b. Upon completion, if they have met passing requirements, they will receive 1 high school credit.

Students who are more advanced in their language proficiency (attended a dual-language school, are a native speaker, etc.) will have the opportunity in Year 2 to take a placement test per HISD secondary guidelines. If they meet certain requirements, they can be placed in to a native speaker class and continue on to the Year 3 Advanced Placement (AP) course. If he/she do not meet the requirements they will enter a regular Year 2 language acquisition course. AP courses are offered in Spanish and Chinese. If students pass the course, they will receive 2 high school credits.