

Hankey TK-8 Academy Language Policy

Philosophy:

Hankey TK-8 Academy's language philosophy is founded upon our mission statement, *"Together we will ensure that every student learns grade level content and achieves high levels of learning."*

To ensure that "every student learns grade level content"

- We recognize that language learning must focus on developing effective processing and communication skills.
- Our language instruction incorporates reading, writing, listening, and speaking.
- We seek to ensure that all students are proficient in foundational literacy skills. We will provide intervention support for those who are progressing toward grade level standards, and extension opportunities for those who are ready to go beyond.
- To ensure that every student learns effectively, we utilize a variety of teaching strategies to accommodate all learning styles.

To ensure that students "achieve high levels of learning"

- Our language instruction fosters twenty-first century skills: collaboration, critical thinking, and creativity.
- We provide students with opportunities for inquiry-based language instruction to promote curiosity and engagement.
- In our Language Acquisition subject area (Elementary Language B for students in TK-5th grades), we nurture international-mindedness. Through this experience, students learn to appreciate culture, and speak, read, and write a second language.
- The school culture finds opportunities to celebrate diversity and support our families' native languages (mother tongue).

Language Program Overview

As a California public school, our primary language of instruction is English. Our student body reflects the diversity of our community with 25% identified as English Language Learners. Languages spoken at home by our students include English, Spanish, Arabic, Farsi, Ukrainian, French, Korean, Vietnamese, Russian, and Tagalog. Our school nurtures an atmosphere that respects and celebrates the diversity of our learning community, through the mother tongue library books provided through the Celebration Books Program and purchased by our librarian using district funds.

All teachers are responsible for language instruction. Instructional units are intentionally developed to promote literacy through the inclusion of listening, reading, writing, speaking, and presenting. The structure for language development is achieved through alignment with the frameworks: *Making the PYP Happen: A curriculum framework for international primary education*, *The Middle Years Programme: A basis for Practice*, and the California Common Core Standards (CCSS).

Through structured language instruction, Hankey TK-8 Academy teachers provide support and guidance leading students to demonstrate multiple literacy skills.

- Students will listen attentively to gain general and subject-specific knowledge, and read purposefully so they will read to learn.

- Students will comprehend and evaluate texts across a range of curricular areas, cite appropriate evidence, and evaluate various sources of information.
- Students will communicate effectively using oral, visual, and written media, and incorporate these into coherent presentations.

Instructional Practices/School Language Practices

The design of language instruction is responsive and differentiated to accommodate the diverse populations within the classrooms. Teachers provide “structured literacy;” evidenced-based, systematic instruction, which includes targeted intervention. All students in grades TK-8 receive Tier 1, universal, grade level standards instruction in literacy. Students who require additional support based on teacher observation or quick formative checks are provided with Tier 2 focused, individual or group interventions designed to address specific areas of need. Data obtained from periodic district assessments (such as DIBELS in grades K-5 and iReady Reading for grades 6-8) is utilized by staff to determine at-risk students, and these individuals participate in Tier 3, intensive interventions.

While the language of instruction is English, every teacher has earned certification from the State of California to teach English to speakers of other languages who are learning English. In alignment with district initiatives, teachers use English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) strategies to deliver daily instruction to those students who have limited English proficiency, as well as using Sheltered Instruction Observation Protocol (SIOP), Thinking Maps, and Guided Language Acquisition Design (GLAD) strategies.

Families can receive messages in their mother tongue through a texting messaging system called Talking Points. This application allows school staff members to text messages in English to families that have signed up for the program. The message is then translated in the family’s mother tongue. Families can respond back in their preferred language, and the application instantly translates this into English for the teacher. Additionally, all district originated messages and documents are provided in a variety of languages, including Spanish and Farsi. Special Education documents, such as Parental Rights and Safeguards, and IEP (Individual Educational Plan) meeting notes can also be translated as needed, and the District can provide translators for IEP meetings upon request.

Assessment

Formative assessments are used to measure student progress toward language goals. Intervention and differentiation of instruction is planned based upon evidence gathered from assessments.

Assessment Tool	Areas of Focus	Grade Level
DIBELS Next-University of Oregon	<ul style="list-style-type: none"> ● Universal screening ● Alphabetic principle ● Phonemic awareness ● Fluency ● Comprehension 	K-5, 6-8 as needed K-3- focuses on “learning to read” 4-8 transitions from “learning to read,” to “reading to learn.”

World of Wonders	<ul style="list-style-type: none"> ● Focus on letters, oral language, listening comprehension ● Development of social-emotional skills ● Integration of science, social studies, and music 	TK
Wonders (K-3) Benchmark Advance (4-5) Amplify (6-8)	<ul style="list-style-type: none"> ● Reading comprehension ● Vocabulary ● Grammar and punctuation ● Writing, structure and organization 	K-8
Teacher created assessments and projects Department CFAs (common formative assessments)	<ul style="list-style-type: none"> ● All five components of structured literacy 	K-8
SBA (state testing-Grades 3-8) iReady (Grades 6-8)	<ul style="list-style-type: none"> ● Reading comprehension ● Vocabulary ● Grammar and punctuation ● Writing, structure and organization 	3-8

Second Language Instruction

The stakeholders recognize that every learner benefits from having access to different languages, cultures, and perspectives. Students are thus encouraged to become effective, multi-lingual communicators in their classrooms and beyond. Beginning in Transitional Kindergarten (TK) all students receive weekly instruction in Spanish which helps facilitate international-mindedness and enriches personal development.

- Second language teachers support the school's reading, writing, and oral language practices as well as the programme of inquiry and the IB learner profile.
- Students learn to listen, speak, read, and write by engaging in a sequence of lessons that incorporate multi-modality approaches such as music and rhymes, TPR (Total Physical Response) activities, storytelling, writing, and reading. Classroom teachers are able to reinforce, and extend the language lesson throughout their programme.
- We encourage students to grow in cultural awareness and begin to engage with the world on a new level. Students are able to share their second language knowledge at home and in the community. International

understanding is also enhanced through the study of customs, traditions, and everyday life in Spanish speaking countries throughout the world.

Mother Tongue Support

As required by the state of California, student language proficiencies in both the mother tongue and English are assessed when they enter the Capistrano Unified School District.

Students with limited proficiency in English are assessed annually using the English Language Proficiency Assessments for California (ELPAC) to determine their English language proficiency levels. These levels are reported to parents and to teachers to help guide instruction.

Limited English Proficient students in grades K-8 are supported in various language acquisition programs. These students receive daily Designated ELD (English Language Development) in grades K-5, and ongoing Integrated ELD instruction throughout the instructional day. ELD students in grades 6-8 have a full period of English Language Instruction daily, provided by the site’s middle school ELD teacher.

Recognizing the importance of the home-school link and its effect on language development and cognitive growth, the school’s bilingual community liaison, English Language Development Advisor, and other multilingual staff support parents in multiple ways. These include translation of teacher conferences and encouraging them to participate in the Hankey K-8 Academy community. The school supports the parents of English Learners through English Language Acquisition Committee (ELAC) meetings. Here parents of students learning English discuss how their children can become more effective English communicators while still developing their mother tongue. This parent-directed group also gives input toward the development of school-wide goals. Additionally, Hankey TK-8 Academy periodically hosts the Parent Institute for Quality Education (PIQE), a six-week long program focused on supporting English Learner families, whose mission states, *“provide families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential.”*

Resources

Resource	Components	Grade Level
Library	Fiction and non-fiction reading books available in multiple languages	TK-8
World of Wonders Wonders Benchmark Advance Amplify	Structured literacy based on the science of reading	TK-5 6-6
Junior Great Books	Fiction and non-fiction text designed to promote higher level critical thinking skills through student-centered discussions Utilized for identified GATE (Gifted and Talented) students	3-8

Intervention Materials	Decodable Readers Early Interventions in Reading DIBELS Next--University of Oregon QPS (Quick Phonics Screener) Amplify mClass intervention iReady Reading Ellevation teacher resources Interim Assessment Blocks	K-5 K-2 K-5 K-5 (6-8 as needed) K-5 6-8 K-8 3-8
Core Literature Novels	Culturally proficient titles and genres approved by Capistrano Unified School District	2-8
California Preschool Learning Foundations:	Social-Emotional Development, Language & Literacy, English-Language Development, and Math	TK
California English Language Arts Content Standards California English Language Development Standards	Grade level standards in the areas of reading, writing, listening, and speaking	K-8 K-8
Professional Learning Communities	Common Core State Standards Great First Instruction (GFI) Professional Development Focus School-Aligning Standards Write From the Beginning Cognitive Guided Instruction (CGI)	TK-8