

Fox Road Magnet Elementary School

Language Policy

Beliefs

At Fox Road Magnet Elementary School, we believe language is essential to communication and the acquisition of knowledge. All teachers are teachers of language and are committed to supporting learners in the language of instruction (English), the development of a second language (Spanish), and the development of their mother tongue language.

Language of Instruction: English

- We abide by the Common Core state standards for English language arts. End of Grade testing begins in third grade.
- The teaching/learning of language is integrated throughout all instruction. We utilize SWRL (speaking, writing, reading and listening) in inquiry based activities to develop the four domains of language.
- Students in K-5 have a minimum of 120 minutes per day devoted to reading and writing instruction.
- Supplemental resources are selected at the school level. Staff and students have access to approximately 10,300 books housed in the media center. Staff and students have access to 2,536 titles of leveled readers for use in guided reading groups. Staff and students have access to Big Universe, an eBook library with thousands of leveled readers. Staff has access to 724 titles of professional literature to support instruction.
- Upon enrollment at Fox Road, parents complete a home language survey. Any student who lists a language other than English is administered an assessment to determine his/her English language proficiency in reading, writing, speaking and listening. Students who qualify for English as a Second Language services are instructed by ESL teachers in a pull out or push in model or served on a consultative basis based on student need. The instruction and accommodations needed by the student are documented in the student's Limited English Proficiency plan.
- Students needing additional reading support (based on benchmark and digging deeper assessments) receive services from intervention teachers in a pull out or push in model or from their classroom teachers. These teachers use targeted, research based interventions.
- Students who have an Individualized Education Plan (IEP) due to an identified disability receive services from special education teachers and related service providers. These teachers align their instruction to the student's IEP goals.
- Students who have met or surpassed language benchmarks receive enrichment opportunities. These opportunities may be provided by the classroom teacher or the Academically or Intellectually Gifted resource teacher.

Second Language Instruction: Spanish

- Instruction in Spanish begins in kindergarten and continues through fifth grade.
- Students in grades K-5 receive Spanish language instruction for 45 minutes twice during a six day rotation.

- Current funding supports two full-time Spanish teachers, one of whom is an International Visiting Faculty member from Colombia.

Support of Mother Tongue

- The majority of our students whose native language is not English are native Spanish speakers. We have 477 bilingual English/Spanish books available in our media center.
- We significantly expanded our library collection to include books that better reflect the cultures and backgrounds of our students.
- School communication documents (newsletters, field trip forms, transportation forms, etc) are translated into Spanish. Many classroom teachers utilize Class Dojo which translates messages to the language of the recipient.
- mClass reports on reading progress are sent home in English or Spanish.
- Several staff members are bilingual (Spanish/English) and they assist by translating phone calls, conferences, and written communication.
- We hold school-wide conference nights and provide district translators for seven languages (Spanish, French, Chinese, Korean, Arabic, Vietnamese, and Hindi).
- The district website can be translated into seven languages (Spanish, French, Chinese, Korean, Arabic, Vietnamese and Hindi).
- We hold Parent Academy workshops in English with Spanish translation to build the parent/school connection.

Assessment

- Students' English reading skills are assessed using the mClass assessments three times per school year. The mClass assessments include the TRC (Text Reading and Comprehension) and Dibels measures (first sound fluency, phoneme segmentation fluency, nonsense word fluency, oral reading fluency). These assessments determine reading mastery as well as identify areas for support.
- NC End of Grade Language Arts tests are administered to students in grades 3-5 to measure reading comprehension. Case 21 Reading assessment is administered to students in grades 2-5 multiple times per year, as mandated by the district.
- ESL students are given an assessment on a yearly basis to determine their progress in speaking, writing, reading and listening in English.
- Receptive and Expressive literacy is taught and assessed (through formative and summative assessments) at each grade level.

The language policy will be revisited on an annual basis by the PYP Committee and approved by the School Improvement Leadership Team.