

## What are our areas of focus for ELL in Selah?

1. Ensure all instructional staff and parents are informed of the district's ELL plan and procedures.
2. Continue with sheltered instruction professional development opportunities for certified and classified staff.
3. Build upon our assessment tools to accurately monitor the progress of ELL students between state testing periods.
4. Expand communication and information to parents of ELLs.

## How do parents get involved?

- Attend school and district ELL events and meetings. Ideas from parents will improve services to children and families!
- At the annual spring ELL celebration and parent information night, provide feedback to ELL staff about the ELL program and plan.
- Support English language acquisition at home by utilizing strategies learned from ELL staff.
- Ask the school to provide an interpreter when necessary at school meetings and events.

# English Language Learners in Selah: What Parents Should Know



**SCHOOL DISTRICT**  
*Inspiring life-long learners*



## Did you know...

- Nine percent of students in Washington State participate in programs to learn English. That is 98,472 students, representing 208 languages.
- Spanish was the primary language spoken by 67 percent of students learning English. Nineteen percent spoke Russian, Vietnamese, Somali, Ukrainian, Chinese, Korean, Tagalog or Arabic.
- Most students served by the Transitional Bilingual Instruction program are enrolled in elementary school (61 percent for the 14-15 school year.)
- Even if student appear to be fluent, they may still need support in developing the language skills they need to be successful in school. Research has demonstrated that achievement of "academic" English, the level needed to participate in instruction in English without help, takes four to seven years to develop.
- The state calculates Annual Measurable Objectives (AMAOs) for districts. AMAO 1 measures the annual increase in the number or percentage of children making progress in learning English. AMAO 2 measures the number or percentage of children attaining English proficiency. AMAO 3 measures the number or percentage of student learning English who reach academic standards in reading and math based on the state's assessments. **Selah met all AMAO 2 and 3 in 2013-14.**



SIS Students work on a science project.

## What is the district's commitment to helping students learn English?

The Selah School District has the highest commitment towards ensuring an equal educational opportunity for every student. While English is the basic language of instruction in Selah's schools, the District will provide a sheltered instruction program for children whose primary language is not English, and whose English skills are sufficiently deficient or absent to impair learning.

## How do students qualify for Selah's ELL program?

When students enroll in Selah, parents are asked "Did your child first speak a language other than English" If the answer is "yes", the student takes the Washington English Language Proficiency Assessment (WELPA) Placement Test. Students who score at Levels 1 (beginning), 2 (intermediate), or 3 (advanced) on the Placement Test qualify for additional help to improve their English.



## How long to students receive services through the ELL program?

Students continue in the program as long as they need help learning English. The WELPA Annual Test is given to measure student's growth in English language knowledge and skills in reading, writing, listening, and speaking. A score at Levels 1, 2, or 3 on the WELPA determines that the student will continue in program. Students successfully transition from the program when they meet the exit criteria on the WELPA.

## What does our ELL Instructional Program look like?



In Selah we offer what is called a Sheltered Instruction Program. Sheltered Instruction is intended to supplement the core academic program. It is an approach used widely for teaching language and content to English language learners, particularly as schools prepare students to achieve high academic standards. In Sheltered Instruction, academic subjects (e.g., science, social studies) are

taught using English as the medium of instruction. Sheltered Instruction is most often used in classes comprised solely of English language learners, although it may be used in classes with both native English speakers and English language learners when necessitated by scheduling considerations or by small numbers of English language learners. The following are characteristics of a Sheltered Instruction Program:

1. Extensive and ongoing parent involvement
2. Ongoing, appropriate, and state-of-the-art professional development for teachers in specially designed programs and for mainstream teachers who work with ELLs.
3. Instructional personnel who can implement:
  - Strategies that integrate language acquisition and academic achievement at the same time.
  - Strategies that promote proficiency in English

- Strategies such as Sheltered Instruction that insure that academic instruction through the second language is meaningful and comprehensible to second language learners.
  - Assessment methods that are linked to instructional objectives and that inform instructional planning and deliver.
4. Developmentally appropriate curriculum and instruction materials.
  5. High standards with respect to both language acquisition and academic achievement.
  6. Strong and knowledgeable leadership among classroom, school, and District personnel.
  7. Human resources to coordinate communication between parents and schools.

---

### Selah School District ELL Staff

**Melissa Singletary, John Campbell Elementary**  
**Ericka Pope Robert Lince Elementary**  
**Kristina Rees, Selah Intermediate School**  
**Randi Freeman, Selah Junior High and High Schools**  
**Susan Petterson, Director of Federal & Early Childhood Programs**