

2021-2022 ANNUAL SUMMARY

English Learner Enhancement Grants



IDAHO STATE DEPARTMENT OF EDUCATION
ENGLISH LEARNER PROGRAM | FEDERAL PROGRAMS DEPARTMENT

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BACKGROUND

The English Learner (EL) Enhancement Grant Program is funded by the state of Idaho through a competitive grant process. Grantee districts use the funds for additional resources to enhance core EL program services for English learners and to improve student English language skills to improve access to the educational opportunities offered in public schools. Grants are funded for three years (2020-2021, 2021-2022, and 2022-2023) with ongoing funding contingent on legislative funding.

HB 629 authorizes \$450,000 to be awarded to LEAs through a three-year competitive grant process to support English language learners who are not reaching statewide accountability interim targets or long-term goals. An additional \$50,000 is provided for program evaluation by funding three coaches who support the LEAs in implementing their grants and then who provide the SDE with an annual report on progress.

There are three Enhancement Grant options. Option I, is a co-teaching model of instruction between the EL teacher and the general education teacher who share in the responsibility of planning, instructing, and assessing students. Option II provides additional supports to enhance core EL program services. Option III supports one full-time certificated EL teacher to serve as a regional EL coach for three districts.

This report documents the second year of funding and implementation of the Idaho 3-Year cycle EL Enhancement Grants and includes descriptions of the twelve grant awardees' projects and progress during the 2021-2022 academic year.

Option I Co-Teaching

Option I Grant Awardee Profiles and Grant Descriptions

This report documents the second year of funding and implementation of the Idaho 3 – year cycle EL Enhancement Grants. Included are descriptions of the awardees’ projects and progress during the 2021-2022 academic year.

For the 2020-2023 Grant Cycle, the SDE awarded \$85,000 per year to support Co-Teaching models in three districts: Blaine County School District, Twin Falls School District, and Jefferson Joint School District.

What is EL Co-Teaching?

Co-Teaching is a model of instruction in which an EL teacher and general education (content area) teacher share the responsibility of planning, instructing and assessing students. According to Honigsfeld & Dove, co-teaching is an inclusive practice that accommodates the needs of diverse English Language Learners, helping them meet national and state standards by creating a structure for innovative collaboration between mainstream and EL teachers (2008).

The content teacher is a subject-area specialist and contributes the curriculum content to the lesson. The EL teacher is an expert in language acquisition and provides effective, scaffolded strategies for EL students to access the content in the lessons. By co-planning and teaching, EL students benefit greatly through the model by having language-supported instruction as they learn alongside their English-speaking peers in a language-rich general education environment.

BLAINE COUNTY SCHOOL DISTRICT

District Description/Demographics

The Blaine County School District serves 3,129 kindergarten through twelfth grade students. The student body is 53% Caucasian and 43% Hispanic. Of these students, approximately 19% are identified as English Language Learners.

In the fall of 2014, the Blaine County School District officially began their journey of implementing co-teaching to enhance language development support to English language (EL) students. In the beginning, four district schools outlined a three-year co-teaching implementation plan. Presently, the co-teaching program includes all 7 of their traditional schools, 60 content teachers, 19 language specialists and 588 EL students.

Grant Proposal

The Blaine County School District grant proposal includes funding for an additional position for a district level Co-teaching Coordinator who will provide on-going support to teachers implementing the district wide co-teaching program. The Co-teaching Coordinator will facilitate an Introduction to Co-teaching workshop series for all new staff, develop a mentorship model focused on collaboration and observation between new and continuing co-teaching teams, organize and facilitate co-teaching site visits to Boise, Nampa and Cherry Creek, Colorado, facilitate individualized professional development focused on elements of co-planning, co-instructing, and co-assessing, regularly observe and provide feedback to co-teaching teams, facilitate language development training for language specialists to enhance language strategies used within core content areas and review co-teaching progress and needs with school administration and the Director of Special Programs.

Second Year Goals

Goal 1: By providing a variety of co-teaching professional development and learning opportunities to strengthen the implementation of co-teaching, the overall percentage of K-12th grade EL students exiting from the EL program in the spring of 2022 will increase by at least 5%.

Goal 2: The percentage of EL students performing below basic in both math and language arts on the ISAT will decrease by 5% or more from the spring of 2021 to the spring of 2022.

Budget

The grant budget of \$85,000 covered expenses for the following:

- \$45,000.00 - salary for Co-teaching Coordinating Teacher
- \$1,000.00 - substitute pay for staff to attend training outside of contracted hours
- \$20,739.00 - benefits for Co-teaching Coordinator
- \$390.00 - mileage reimbursement for Co-teaching Coordinator
- \$1450.00 - books and materials for professional development and training
- \$185.00 - meals for professional development and training

Progress to Date

Goal 1: By providing a variety of co-teaching professional development and learning opportunities to strengthen the implementation of co-teaching, the overall number of EL students showing growth on their overall proficiency on the ACCESS will increase. In addition, the overall percentage of K-12th grade EL students exiting from the EL program will increase by at least 5% from 2021 to 2022.

Overall, Blaine County saw a 2% increase in the percentage of K-12 EL students exiting the EL program from 2021 to 2022. In the spring of 2021, 11% of their total EL student population exited the program and, in the spring of 2022, 13% of their total EL student population exited the program.

Goal 2: The percentage of EL students performing below basic in both math and language arts on the ISAT will decrease by 5% or more from the spring of 2021 to the spring of 2022.

The percentage of EL students performing below basic in both math and language arts on the spring 2021 ISAT compared to the spring 2022 ISAT, decreased by 2% or more.

- In math, there was a 12.9% decrease of elementary EL students, 8% decrease of middle school EL students, and 3.2% decrease of high school EL students scoring below basic
- In language arts, there was a 2% decrease of elementary EL students, 4.6% decrease of middle school EL students, and 20.1% decrease of high school EL students scoring below basic.

The Blaine County School District has \$16,236 in carry over grant funding due to adjustments made to training and professional development because of the Covid pandemic.

Reviewer's Comments

I commend the Blaine County School District for the hard work and dedication they have put forth in creating an effective Co-teaching Coordinator position. During this second year of implementation, they focused heavily on co-teaching professional development and observing co-teaching in action with multiple site visits to Boise, Nampa and the Cherry Creek School District in Colorado. Even with the Covid pandemic, the district was able to continue strengthening their co-teaching program in all of their schools by supporting teachers and administrators. The district will continue building upon this professional development next year to continue strengthening their co-teaching program and ultimately increase the academic and linguistic skills of their EL students.

TWIN FALLS SCHOOL DISTRICT

District Description/Demographics

The Twin Falls School District serves 9,064 kindergarten through twelfth grade students. Of these 9,064 students, approximately 69% are Caucasian, 22% are Hispanic, and 9% are other ethnicities. With a refugee center in the Twin Falls community, most of the other ethnicities are refugee students. Of the 9,064 students in the Twin Falls School District, 816 are EL students who represent more than 30 countries and 36 different languages.

Through the analysis of their student ISAT data, the district found a significant achievement gap between EL students compared to the student body at large. With the achievement gap increasing, the district will focus on providing increased academic and linguistic support to all EL students through the implementation of a co-teaching program model.

Grant Proposal

The Twin Falls School District grant proposal includes funding to support the implementation of a comprehensive, cohesive, district wide co-teaching program model that includes a focused plan for on-going professional development. For the 2021-2022 school year, professional development will include co-teaching training with Dr. Holly Porter and Meg Lucero from Cherry Creek School District in Colorado, Thinking Map Language for Learning and Thinking Mathematically training, attending the Refugee Conference in Boise, attending the Title One Conference and participating in district book studies.

Second Year Goals

Goal 1: During the 2021-2022 school year, 100% of the co-teaching partnerships will co-plan one time per week, in addition to, one time each quarter for long term planning.

Goal 2: During the 2021-2022 school year, 80% of EL students will increase by at least a .5 level on their writing scores on the ACCESS assessment.

Budget

The grant budget of \$85,000 covered expenses for the following:

- \$4,525.00 – teacher stipends for teacher leaders and after school trainings
- \$299.52 – teacher benefits
- \$1,000.00 – Thinking Map training for 3 teachers
- \$188.15 – co-teaching observations
- \$890.75 – travel to Title One Conference
- \$712.03 – books, materials, and supplies

Progress to Date

Although the Twin Falls School District did not meet their two SMART goals, they did make solid growth with the implementation of consistent, weekly co-planning sessions for all co-teaching partnerships and saw significant growth in EL student writing scores.

Goal 1: During the 2021-2022 school year, 100% of the co-teaching partnerships will co-plan one time per week, in addition to, one time each quarter for long term planning.

- In the spring of 2022, 33.3% of co-teaching partnerships engaged in weekly co-planning sessions every week, while 66.7% of co-teaching partnerships engaged in weekly co-planning sessions almost every week. This is up from the fall of 2021 when only 16.7% co-planned every week, 50% co-planned almost every week, and 33.4% were not yet co-planning on a consistent weekly basis.
- By the spring of 2022, 66.7% of co-teaching partnerships had consistent, designated weekly planning time. This is a large increase compared to in the fall of 2021 when only 16.7% of the co-teaching partnerships had a consistent, designated weekly planning time.
- Due to the on-going Covid-19 pandemic, the Twin Falls School District faced challenges with staffing and a substitute shortage early on in the school year. As the year progressed, the staffing and substitute challenge improved. In addition, the district focused heavily on setting an expectation for all building administrators to create a consistent time and space specifically for co-planning for all co-teaching partnerships. The combination of these two things, had a very positive impact on the increase in consistent weekly co-planning sessions.

Goal 2: During the 2021-2022 school year, 80% of EL students will increase by at least a .5 level on their writing scores on the ACCESS assessment.

- 48% of EL students in co-taught classrooms increased .5 or more levels in writing performance based on the ACCESS. This is a 12% increase from 2020-2021 to 2021-2022.
- 20% of EL students in co-taught classrooms increased 1.0 or more levels in writing performance based on the ACCESS.
- Although the district did not meet their 80% goal, with an increase in newcomer students and several new co-teaching partnerships, they are pleased with the growth their students made this year.

The Twin Falls School District has \$119,384.55 of carry over grant funding. This large amount of carry-over is the result of adjustments that had to be made due to Covid. With the majority of their grant funding allocated to professional development and travel, they were unable to participate in most of the planned in-person training, conferences and co-teaching consulting due to restrictions on travel and Covid protocols. They were able to take advantage of a few conferences virtually, but these were significantly less expensive. They are hopeful they will be able to participate in all of the in-person professional development they have planned during the 2022-2023 school year.

Reviewer's Comments

This year, the Twin Falls School District focused on creating consistent weekly co-planning and professional development to support their co-teaching partnerships. Co-teaching partnerships at all schools were able to increase the effectiveness of their co-planning by establishing a specific time and space for weekly co-planning sessions. Quarterly and long-term planning will be a priority next year.

Due to on-going Covid restrictions and protocols, the district was unable to participate in most of the in-person professional development they had planned. Instead, they were able to virtually attend the SLIFE conference through Inlier Learning, Thinking Map training, two after school co-teaching training sessions with Dr. Holly Porter and Meg Lucero from Cherry Creek School District and participate in book studies with their peers.

JEFFERSON SCHOOL DISTRICT

District Description/Demographics

Jefferson County School District has a K-12 enrollment of 6,100 with over 34% considered economically disadvantaged. Five percent of their students were identified as English Learners. The demographics of ELs are primarily Hispanic. Less than 1% of the population qualified as migrants.

The district has had significant academic and linguistic success in their elementary schools. The schools implement an English immersion model with Instructional coaches that collaborate with the classroom teachers for language development through content. All six of their elementary schools were recognized by the SDE for meeting interim English language growth on the ACCESS 2.0.

Grant Proposal

Their secondary schools have not yet been able to match that same growth as the elementary schools. Data is demonstrating increasing disparity between student outcomes, even within the same cohort of students. The grant proposal seeks funding for a fulltime EL co-teacher and English instructional coach at Farnsworth Middle School. The grant also outlines professional development for the co-teaching team.

Second Year Goals

New Student Achievement Goals (as of May 2021)

Goal 1: By the end of year #3, the EL Co-Teacher will co-teach 10 lessons per week with General Education teachers at Farnsworth Middle School.

Goal 2: By the end of year #3, 95% of EL students receiving co-taught lessons weekly will obtain adequate yearly progress toward exiting EL services on the ACCESS 2.0, as defined by the Idaho State Department of Education, at Farnsworth Middle School.

Goal 3: By the end of year #3, the EL Co-Teaching Committee will present student achievement data to the Superintendent and the Secondary Curriculum Director to expand the Co-Teaching model at both Rigby Middle School and Farnsworth Middle School.

Goal 4: By the end of year #3, 85% of students receiving co-taught lessons weekly will demonstrate literacy skill growth as determined by ELA classroom teachers in pre and post-assessment classroom data from Common Formative Assessments in each class.

Budget

The grant budget of \$85,000 covered expenses for the following:

- \$46,375 – salary for EL Co-Teacher
- \$16,952 – benefits for EL Co-Teacher
- \$12,000 – stipends for EL Co-Teaching Team (\$1,500 each)
- \$10,000 – professional development webinars from Andrea Honigsfeld for EL Co-Teaching Team
- \$3,161 – remaining from 2020-2021 school year
- \$2,834 – remaining from 2021-2022 school year

Progress to Date

Goal 1: At the end of year two, the EL teacher is co-teaching 15 lessons weekly at Farnsworth Middle School.

Goal 2: At the end of year two, 76% of EL 7th graders who receive co-taught lessons weekly have made progress toward exiting EL services on the ACCESS 2.0, as defined by the Idaho State Department of Education, at Farnsworth Middle School.

Goal 3: At the end of year two, the EL director has updated the superintendent with their ongoing achievement data.

Goal 4: At the end of year two, 67% of students receiving co-taught lessons weekly have demonstrated literacy skill growth as determined by ELA classroom teachers in pre and post-assessment classroom data from Common Formative Assessments in each class.

Progress to Date

Their co-teacher is starting to see some really great results and word is starting to spread between the two middle schools. They have purchased some PD from Corwin with virtual PD from Andrea Honigsfeld to talk about co-teaching strategies with the carryover from last year, which has been very valuable (\$10,000 roughly). Their biggest issue is trying to create a team-wide coaching cycle with some consistency. It still feels too “hit-and-miss” for their team’s preference. For that reason, they are focusing on ELA 7th and 8th grade at Farnsworth Middle School for the 2022-2023 school year and are working collaboratively with the school counselors to strategically target EL students in those grades at that school.

Option II - Enhance EL Core services

Option II provides additional supports to enhance core English Learner program services. The additional supports range from additional staff, instructional material, technology, or parent engagement activities.

Grant amounts under Option II range from \$10,000-\$15,000 per year for three years. Districts receive funding to support enhancements to their current English Language Development (ELD) programming. Grants in this category include projects for parent/community programs, before/after-school programs, supplemental curricula, and English as a New Language (ENL)/Bilingual teacher certification.

Option II Grant Awardee Profiles and Grant Descriptions

The following includes descriptions of the eight grant awardees' projects and progress during the 2021-2022 academic year.

BOISE INDEPENDENT SCHOOL DISTRICT

District Description/Demographics

The Boise Independent School District (BSD) is committed to an educational model of inclusion and excellence for English Learners (ELs). BSD comprises five high schools, eight junior high schools, and thirty-two elementary schools. ELs in BSD are at various levels, but the focus is on U.S.-born ELs, recently arrived immigrants and long-term English learners (LTELs). Currently, 30% of the district EL sites have a co-teaching model. District EL data reveals that students in the pullout models are increasing language acquisition at significantly lower rates than students in co-taught models.

Grant Proposal

BSD's commitment to EL's educational access is through the co-teaching model. This grant provides the funding to add professional development specific to co-teaching. It is part of the District's strategic plan, and general funds support the core of this model. This grant proposal is additional but necessary professional development for EL specialists and co-teaching classroom teachers. The EL Enhancement Grant enables the BSD to fully transition its EL program from a less-effective pullout model to a fully implemented co-teaching model.

Second Year Goals

Goal 1: Increase the percentage of co-taught ELs attaining “at or above” ISAT ELA proficiency by 2.5% annually.

Goal 2: Increase the percentage of co-taught ELs making 0.5 composite growth overall on Spring ACCESS 2.0 annually.

Goal 3: Increase co-teaching sites from 33% (7 sites) to 62% (13 sites) by spring 2022.

Budget

The grant budget of \$15,000 to cover expenses as follows:

- \$2,640.77 – monthly book study stipend
- \$7,500.00 – district level training with Dr. Holly Porter
- \$4,859.23 – carryover for 2022-2023 school year

Progress to Date

Goal 1: No increase in the percentage of co-taught ELs attaining “at or above” ISAT ELA proficiency by 2.5% annually. No ISAT Data for 2020-2021 to analyze growth due to COVID-19 no testing.

Goal 2: 76% increase in the percentage of co-taught ELs making 0.5 composite growth overall on Spring ACCESS 2.0 annually.

Goal 3: The number of co-teaching sites from spring 2021 to spring 2022 increased from 33% to 48%, this is 7 sites to 10 sites.

Reviewer's Comments

The BSD has an impeccable record of being the forerunner in educational excellence in Idaho, and the pandemic may have caused delays but nothing more. In 2014, the district committed to a co-teaching a model of instruction for ELs at South Junior High. Boise School District has increased the number of sites from seven to ten: six elementary, two junior highs, and two high schools. They have a solid record of coordinating funds through 2022 to implement co-teaching; as a result, they advanced inclusive opportunities for English Learners. The district level and site-based increased their long-term professional planning and steps to sustainability with the co-teaching professional road map. Sites build their professional development around the needs of their English Learner's comprehension of grade-level content instruction, increasing teacher capacity, and addressing site needs. BSD made progress with its EL Enhancement grant goals. It is a pleasure to work with amazing colleagues.

BLACKFOOT SCHOOL DISTRICT

District Description/Demographics

Blackfoot School District has a K-12 enrollment of 3,753 with over 62% considered economically disadvantaged. Ten percent or 365 of their students were identified as English Learners. The demographics of ELs are made up of Hispanic and Native American students with 3.7% of students identifying as multiracial. Less than 1% (36 students) of the population is identified as migrant. The district conducted a needs assessment and hosted parent meetings to gather information and feedback. Parents identified a need for tutorial support and credit accrual assistance.

Grant Proposal

Blackfoot School District used their EL enhancement funds to provide staffing for an EL/Migrant Outreach Center. The center has been the hub for their EL population to meet and have questions regarding school, COVID, health concerns, and attendance issues answered. Credit accrual and tutoring services in a bilingual atmosphere were also provided. They trained staff to proctor state testing. The EL/Migrant Outreach Center was open from 4:00 pm to 7:00 pm M-Th and on Fridays from 10:00 – 1:00. The center focused on tutoring, credit accrual, testing and family engagement.

Second Year Goals

Goal 1: 50% of ELs, in grades 3-12 will increase by 3 percentages in ISAT ELA 2022

Goal 2: 45% of 6th grade ELs will increase to a level 3 on WIDA ACCESS Speaking 2022

Goal 3: 15% of ELs in grades 3-8 will attend the EL/Migrant Outreach Center at least 5 times during the 2021-2022 school year.

Budget

The grant budget of \$14,950 covered expenses for the following:

- \$14,950 – Outreach Center Coordinator salary and benefits.

Progress to Date

Goal 1: 4th, 6th and 10th grade EL students made at least 3 percentage point growth on ISAT ELA.

Goal 2: 46% of 6th grade ELs increased to a level 3 on WIDA ACCESS Speaking 2022

Goal 3: Attendance goal tripled in the 2021-2022 school year.

Reviewer's Comments

According to ISAT test scores, grades 4, 6 and 10 did show growth. The other grades seemed to struggle. 25 students were exited from the EL program during this school year. The district provided training for all EL staff. Their EL/Migrant Outreach staff participated as well. Their Hispanic Cultural Showcase was a HUGE success. It was really student driven. There are a lot

of changes the district wants to make for next year but they feel that everything went well. One change they want to make is the way that they are testing for WIDA at the high school. They want smaller testing groups and more proctors. No one made a significant change in their score.

One success they feel impacted their WIDA scores was the practice tests. They also tried to practice with the students regarding how to speak clearly, loudly and slowly so they were recorded well. Parents reported loving the center and what it has to offer not only their students but them as well. They liked having a place for resources after school hours.

TWIN FALLS SCHOOL DISTRICT – CANYON RIDGE HIGH SCHOOL

District Description/Demographics

Canyon Ridge High School in Twin Falls serves 1,296 students with approximately 140 identified as English Learners. Of these 1,296 students, approximately 63% are Caucasian, 26% are Hispanic and 11% are of other ethnicities. Most of the other ethnicities are refugees brought into the community in a joint effort through the College of Southern Idaho and the refugee program through the federal government.

Grant Proposal

Canyon Ridge High School's grant proposal includes funding to build an effective EL after-school tutoring and enrichment program to better serve their ELs academic and linguistic growth. This program will support students in earning the necessary credits they need to graduate on time, as well as, foster skills necessary for post-graduate achievement. The EL after-school program is offered to students four days per week for two hours each afternoon. Students receive content tutoring, study skills tutoring and motivational/cultural support.

Second Year Goals

Goal 1: EL students will fail fewer classes; this, in turn, will result in a raised EL graduation rate. By the spring of 2022, fewer than 25% of Canyon Ridge High School EL students who attend the after-school program consistently will show on the weekly failure report.

Goal 2: EL students attending the after-school program a minimum of weekly will increase in WIDA ACCESS reading or speaking performance, with 80% showing growth in the spring of 2021, 2022 and 2023.

Goal 3: Contact, interaction and engagement with parents and families of EL students at Canyon Ridge High School will increase by double by attending after-school program events and student-led conferences as measured by event sign-in sheets.

Budget

The grant budget of \$15,000.00 covered expenses for the following:

- \$6,301.96 – salary for After-School Coordinator
- \$2,700.00 – three after-school teacher tutoring stipends
- \$1,065.04 – benefits for After-School Coordinator and teacher tutors
- \$3,500.00 – bussing
- \$1,433.00 – after-school snacks and participation incentives

Progress to Date

Through the support of the After-School Coordinator, Canyon Ridge High School met two of their three SMART goals.

Goal 1: EL students will fail fewer classes; this, in turn, will result in a raised EL graduation rate. By the spring of 2022, fewer than 25% of Canyon Ridge High School EL students who attend the after-school program consistently, will show on the weekly failure report.

- As of 5/18/22, only two of the 18 most frequent after-school attendees were failing a course; this is an 11% failure rate, far below their goal of 25%.

Goal 2: EL students attending the after-school program a minimum of weekly will increase in WIDA ACCESS reading or speaking performance, with 80% showing growth in the spring of 2021, 2022 and 2023.

- 73% of EL students who attended the after-school program consistently, grew in speaking, reading, or both on the ACCESS assessment in the spring of 2022.
- Three students exited the EL program based on the WIDA ACCESS assessment.

Goal 3: Due to COVID-19, all district-wide parental engagement was held to a minimum this year. Student-led conferences were changed and Parent-Teacher Conferences in October were reduced to teachers making phone calls. Parent engagement is set to return in 2022-2023.

Canyon Ridge High School has \$15,130.00 in carry over funding due to eliminating transportation costs. For the past two years, student transportation costs were covered by a grant from the College of Southern Idaho Refugee Center in Twin Falls versus using the EL Enhancement grant funding. In addition to a decrease in transportation costs, Canyon Ridge High School had a change in staffing for the After-School Program Coordinator in August. Due to this change in staffing along with some health challenges, the high school instructional coach filled in as the coordinator for several months.

Reviewer's Comments

It has been a pleasure working with Canyon Ridge High School as they develop programs to successfully support their EL students. Kim Allen, the Canyon Ridge EL Instructional Coach is very passionate about creating a solid plan of support to meet the needs of students. Through their continued commitment and creativity, they have put together in my opinion one of the best after-school programs. They should be commended for the work they have put into establishing relationships with community partners and businesses. With this work, their EL students and families learn about different opportunities and professions such as Idaho Service Guides, Unique Twist, Restoration Farms, The Valley House, The Children's Museum, and Graphic Design. These hands-on experiences in different professional fields give their students hope and motivation to do whatever they desire in the future.

GOODING SCHOOL DISTRICT

District Description/Demographics

The Gooding School District serves 1,297 kindergarten through twelfth grade students. Of these 1,297 students, approximately 61% are Caucasian, 36% are Hispanic and 15% are identified as EL students. Since 2016, the Gooding School District has seen about a 2% annual increase in their EL population. Even with this increase in population each year, the district only has one certified EL teacher for K-12 EL students. This limited EL staffing has contributed to a lack of language growth for their EL students, resulting in many long-term ELs at the secondary level.

Grant Proposal

The Gooding School District grant proposal includes funding to support the implementation of an EL Friday school for all high school EL students and a summer school program specifically for 6th-12th grade EL students. Both programs will include opportunities for credit recovery, skill-based learning and enrichment activities.

Second Year Goals

Goal 1: By the end of the 2022 school year, 20% of EL students will have increased their overall ACCESS test scores by .5 levels.

Goal 2: Throughout the 2022 school year, 70% of EL high school students will attend Friday school and summer school.

Budget

The grant budget of \$15,000.00 covered expenses for the following:

- \$2,660.00 – salary for certified Friday School teacher
- \$3,360.00 – salary for certified summer school teacher
- \$535.48 – salary for classified summer school staff member
- \$1,245.54 – benefits for Friday school and summer school staff members
- \$2,600.00 – supplies and materials
- \$1,000.00 – IDLA summer school tuition and credits

Progress to Date

The Gooding School District was able to implement a Friday school for high school EL students and a summer school program for 6th-12th grade EL students. They were unsuccessful at meeting their two goals, but hope to continue building upon what they were able to do this year.

Goal 1: By the end of the 2022 school year, 20% of EL students will have increased their overall ACCESS test scores by .5 levels.

- The Gooding School District had 10% of their high school EL students grow at least a .5 level or more on their overall proficiency on the 2022 ACCESS assessment.

Goal 2: Throughout the 2022 school year, 70% of EL high school students will attend Friday school and summer school.

- Throughout the 2022 school year 40% or about 15 high school EL students attend Friday school. Summer school is currently in session for the month of June.

The Gooding School District has \$3598.98 in carry over funding. Staffing has been a very big issue in Gooding. They have not been able to find staff to work the Friday school sessions. Limited staff, in addition to funding the school district received through a 21st century grant have contributed to the carry over in grant funding.

Reviewer's Comments

With a 4-day school week, the Gooding School District implemented a Friday school for their high school EL students. Friday school was offered from September through May. Each month students had the opportunity to attend two to three Friday school sessions from 8:00am - 11:00am. On average, 15-20 high school EL students attended Friday school during the 2021-2022 school year. In addition to Friday school, the Gooding School District will offer a summer school program during the month of June for EL students in Kindergarten through 12th grade.

IDAHO ARTS CHARTER SCHOOL

District Description/Demographics

In 2020, the total student enrollment was 1,210, of which 43% qualify as low-income families and 5% are English Language Learners. The ethnicity or race of the student population is 25.2% Hispanic, 67.8% White, 5% Multi-racial, 0.8% Black African American, and 0.7% Asian. One of the current school goals is to have a student population that reflects the Nampa School District more closely within 5%.

Grant Proposal

IACS's goal is to enhance the knowledge surrounding language instruction amongst the current staff through the research-based approach, Thinking Maps®.

Second Year Goals

Goal 1: Implement district-wide (two half-days) training for elementary and secondary staff.

Goal 2: Implement district-wide follow-up training in Spring 2022.

Goal 3: After implementing Thinking Maps®: A Language for Learning training, there will be

Goal 3a: An increase in the percentage of English Learners attaining "at or above" ISAT ELA proficiency by 2.5% annually.

Goal 3b: An increase in the percentage of English Learners attaining 0.5 composite growth overall on spring ACCESS 2.0 annually.

Goal 3c: Increase staff participation in training from 12% to 100% by spring 2022.

Budget

This second-year grant budget of \$14,407.50 covered expenses for the following:

- \$8,125 – Thinking Maps® Curriculum Language for Learning 65 manuals at \$125.00 each
- \$487.50 – shipping cost for manuals
- \$3,995 – Thinking Maps® Site License for Professional Mapping Learning Community for 65 staff at \$61.46
- \$1,800.00 – Thinking Maps® onsite Training stipend for two-day training equaling one-day training

Progress to Date

Second Year Goals

IACS implemented the district-wide training for Thinking Maps® (TM) in year two. There were two half-day trainings for staff. The spring 2022 follow-up was a partial implementation; due to the pandemic, staffing changes and illnesses impacted the rollout of the eight maps and the follow-up for reflective coaching.

Goal 1: District-wide (two half-days) training for elementary and secondary staff.

Goal 2: District-wide follow-up training in Spring 2022.

Goal 3: After implementing Thinking Maps®: A Language for Learning, the English Language

Learner population will increase in the ISAT ELA and ACCESS 2.0 scores described below per subcategory.

- **Goal 3a:** Increase the percentage of ELs attaining “at or above” ISAT ELA proficiency by 2.5% annually. The baseline data for SY2020-2021 is that **74%** of ELs achieved “at or above” ISAT ELA proficiency by 2.5% annually.
- **Goal 3b:** Increase the percentage of ELs attaining 0.5 composite growth overall on spring ACCESS 2.0 annually. The baseline data for SY2020-2021 is that **51%** of ELs achieved 0.5 composite growth overall on spring ACCESS 2.0 annually.
- **Goal 3c:** Increase the percentage of staff participation in the Thinking Maps® Language for Language instructional method from 12% to 100% by spring 2022. **95%** of staff participated in TM by the spring of 2022.

Reviewer’s Comments

This year Idaho Arts Charter School had their district-wide training and quickly realized teachers need additional time to apply the new learning for themselves in multiple context areas to gain staff confidence in TMs. The pandemic shifted staffing and core learning which impacted the roll-out plan. IACS made progress in enhancing student EL services with a district-wide approach. The EL Enhancement grant added much-needed support to ELs at IACS. Next year’s vision is to conduct district-wide training to increase fidelity to the program and success. The training will allow to train newcomers and refresh returning staff on the protocol and instructional approach. The cohort expert team will have a renewed plan to support staff through Professional Learning Community planning meetings at each site and district-wide support. I applaud IACS for its tenacity and resilience to continue making progress in supporting and enriching English Learners.

JEROME SCHOOL DISTRICT

District and School Description/Demographics

The Jerome School District serves 3,967 kindergarten through twelfth grade students. Of these 3,967 students, approximately 55% are Hispanic, 43% are Caucasian, and 23% are identified as EL students. With their student demographics, the district felt strongly about building up their Dual Language Immersion (DLI) program to create a community of bi-literate students who can celebrate cultural diversity and obtain a more global human capital.

At the request of a group of community stakeholders, the Jerome School District began investigating, learning, planning, and training for a DLI program in 2015-2016. In 2016-2017, the district provided one DLI classroom for kindergarten and an English and Spanish partnership for first grade at Jefferson Elementary School. From 2017-2021, the district added an additional English and Spanish partnership in second, third, fourth, and fifth grade. The district goal is to continue adding one grade level per school year until they reach the twelfth grade.

Grant Proposal

The district proposal is to use the grant funding to add one grade level each year to their current DLI program. This year, the district added a DLI sixth grade strand at Jerome Middle School. The proposal includes using grant funding to purchase additional grade level DLI curriculum and supplies needed, as well as, continued DLI professional development and training. The Jerome School District will use other funding sources for the salary and benefits of the DLI teachers.

Second Year Goals

Goal 1: Annually, dual language immersion student growth on district screeners (K-5 ISIP/IRI) grade 6 (STAR reading) will meet or exceed that of their peers not in the dual language immersion program.

Goal 2: Annually, 80% of dual language immersion students will meet or exceed language targets as created by the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) in the given grade level domain as measured by AAPPL.

Budget

The grant budget of \$15,000.00 covered expenses for the following:

- \$2,800.00 – registration and stipends for teacher to attend training
- \$500.00 – travel to Rigby for dual program site visit
- \$1,500.00 – APPL Spanish testing licenses
- \$6,500.00 – 7th grade DLI curriculum
- \$2,280.00 – Learning A-Z program licenses for K-5 Spanish classrooms
- \$1,420.00 – DLI supplies and materials

Progress to Date

The Jerome School District successfully implemented the DLI program in the sixth grade at Jerome Middle School this year. DLI sixth grade students were enrolled in one Spanish U.S.

History and one advanced Spanish language course, in addition to their traditional 6th grade English courses.

Goal 1: Annually, dual language immersion student growth on district screeners (K-5 ISIP/IRI) grade 6 (STAR reading) will meet or exceed that of their peers not in the dual language immersion program.

- Based on the 2021-2022 ISIP/IRI Tier 1 scores, DLI kindergarten students grew 24%, DLI 1st graders grew 20%, DLI 2nd graders grew 24%, DLI 3rd graders grew 23%, DLI 4th grades grew 14%, and DLI 5th graders decreased 10% from the fall of 2021 to the spring of 2022.
- DLI kindergarten through 4th grade students exceeded the growth of their peers not enrolled in the program on the 2021-2022 ISIP/IRI.
- Unfortunately, the DLI 5th grade teacher was out with health challenges most of the spring. This could have had an impact on the DLI 5th grade scores.
- From the fall of 2021 to the spring of 2022, DLI 6th grade students scoring at or above level on the STAR reading grew by 9% compared to 5% of 6th grade peers not in the DLI program.

Goal 2: Annually, 80% of 3rd-6th grade dual language immersion students will meet or exceed language targets as created by the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) in the given grade level domain as measured by AAPPL.

- In 3rd grade, 89.36% met or exceeded Spanish language listening and speaking targets as measured by the AAPPL.
- In 4th grade, 97.87% met or exceeded Spanish language reading targets, 82.98% met or exceeded Spanish language writing targets, and 93.62% met or exceeded Spanish language listening targets as measured by the AAPPL.
- In 5th grade, 95.24% met or exceeded Spanish language listening and speaking targets as measured by the AAPPL.
- In 6th grade, 76.75% met or exceeded Spanish language reading targets, 51.16% met or exceeded Spanish language writing targets, 79.07% met or exceeded Spanish language listening targets as measured by the AAPPL.

Reviewer's Comments

It has been an absolute pleasure working with the Jerome School District as they continue to grow their DLI program. Their deep commitment to the success of the program is evident through the recruiting and hiring of high quality DLI teachers and continuous review and implementation of high-quality Spanish curricula and assessment. I commend the district on starting a new partnership with Jefferson County to help support their future DLI professional development goals. It is clear; they have made it a priority to ensure quality staff, curricula, assessment and training are in place to guarantee the success of their program.

HERITAGE COMMUNITY CHARTER SCHOOL

District and School Description/Demographics

Heritage Community Charter School in Caldwell, Idaho, is a classical liberal arts education combined with a Spanish-English dual language immersion program. As of 2020, the student enrollment was 484 with 62.9% Hispanic, 35.5% White, 0.6% Multi-racial, 0.4% Native Hawaiian, 0.4% Native American, and 0.2% Asian. Heritage Community Charter School (HCCS) has 67% of families that qualify as low-income households, and 36% are students learning English.

Grant Proposal

Elementary English Learners in HCCS are served through the dual language program in grades K-5. Additionally, English Learners in grades 6-8 and selected English Learners in grades K-5 are to receive pull-out or push-in English Language Development support and instruction. To enhance Heritage Community Charter's core Language Instruction Educational Program over the next three years, the Charter will supplement the support English Learners are already receiving by extending the school day for English Learners in grades 4th- 8th.

Second Year Goals

Goal 1: 50% of English Language (EL) students participating in the extended day program will increase their scale score on the annual ELA ISAT by a minimum of 50 scale score points from 2021 to 2022.

Goal 2: 50% of EL students participating in the extended day program will improve their proficiency level by at least a half level (0.5) in reading and writing domains, as measured by the annual ACCESS 2.0 assessments from 2021 to 2022.

Budget

This second-year grant budget of \$10,000.00 covered expenses for the following:

- \$2,400 – 2 English language (EL) teacher stipend
- \$1,200 – 1 EL teacher summer school stipend
- \$1,289.18 – 2 EL teacher benefits on stipend
- \$380 – ChromeOS Management Licenses
- \$199.50 – Reading A-Z license
- \$1,835.90 – 20 Chromebooks
- \$42.76 – EL Enhancement student Incentive
- \$2,652.66 – carry-over for 2022-2023 school year

Progress to Date

Goal 1: HCCS achieved 35% of EL students participating in the modified, extended program increased their scale score on the annual ELA ISAT by a minimum of 50 scale score points).

Goal 2: HCCS achieved 14% of EL students participating in the modified, extended program

improved their proficiency level by at least half level in reading and writing domains as measured by the annual ACCESS 2.0.

HCC's Board decision of no extended day for students impacted the budget allocations. The carry-over will cover professional development and supplies needed to extend the enrichment for ELs.

Reviewer's Comments

HCCS must be commended for its resilience in facing every obstacle. English language learners' need for extended language support was a priority. Staffing changes and the school board's decision of no extended school services had their natural impact. HCCS has reflective leadership, and the EL Enhancement monies were used according to the original grant request. Despite the unmet goals, progress must be celebrated. HCCS's commitment to English Language Learner families is at the heart of the vision and mission of this charter school. I applaud my colleagues' transparency, cooperation, and collaboration during consulting.

THE VILLAGE CHARTER SCHOOL

District Description/Demographics

The Village Charter School serves kindergarten to eighth grade with a student enrollment of 289 in 2020. The demographics of this school qualify it to be Title 1 as 33% of the families are low-income families, and students learning English at 7%. Race and Ethnicity are 78.5% white, 11.4% Hispanic, multi-racial 5.2%, 2.4% Black/African American, and 0.3% Asian. The English Learner Students' are 50% Spanish speakers, Chuukese, Arabic, Urdo, and Pohnpeian.

Grant Proposal

The Village Charter School, VCS requested to enhance its English Language program by implementing: the Wilson Language System, an English language student program, increase family engagement, improve professional staff training for English as a New Language, increase resources for staff and students to enhance the English Language program.

Second Year Goal

Goal 1: Spring 2022 ACCESS 2.0 reading scores will improve by 10% in the reading domain by at least 75% of students compared to spring 2021 scores.

Budget

This second-year grant budget of \$9,650.00 covered expenses for the following:

- \$703.81 – Literacy Adventure Packs
- \$3,724.05 – Smart Board
- \$4,589.50 – 7 iPads and 10 iPad cases
- \$185 – Wilson Language Training® - Intense Wilson Reading System® and professional development training shifted to virtual-only
- \$400 – TESOL (Teaching English Speakers of Other Languages) membership
- \$47.64 – carry-over for 2022-2023 school year

Progress to Date

VCS dealt with lingering pandemic obstacles: virtual parent visits with families that found technology a challenge or had none, there were no onsite family visits, students out sick, and limited student participation with the extended time provided by the EL Enrichment grant.

Goal 1: VCS achieved 66%, not 75%, of EL students who met the goal set for spring 2021 ACCESS 2.0 reading scores to improve by 10% in the reading domain. Eight of twelve ELs increased with a 10% minimum gain in reading. The remaining four of the twelve EL students progressed below the goal of 10%.

The budget met the needs to address the enhancement of English learners' language service. The pandemic presented many challenges from in-person delays with students and staff. Budget adjustments occurred and the intent and goal aligned with the EL Enhancement grant. The Literacy Adventure Packs were slightly higher in price, but the Smart Board was less, the

difference allowed for the purchase of additional iPads. The iPad apps were not purchased due to technical staff limitations to achieve an app launch with minimal cost to multiple devices. The funds for iPad apps went toward iPad purchases. Additional iPads purchased this SY2021-2022, and the following SY2022-2023 budget will cover the difference for iPad apps service with multiple task launcher capabilities.

Wilson Language Training® for a paraprofessional did not occur due to family COVID issues. Still, this training will occur in SY2022-2023 from supplies and materials intended for the math manipulatives because the SY2021-2022 Governors Learning Loss funds covered this need.

Reviewer's Comments

The Village Charter demonstrated amazing resilience in pursuing its goal to extend English language learners' support. There were lingering pandemic obstacles: virtual parent visits, no onsite family visits, students out sick, and limit students participating with the extended time for EL Enrichment. Additional factors include staff being ill and adjusting the EL Enhancement plan by consolidating classes. In retrospect, progress was made with the services offered, students attending onsite morning or after-school sessions, and literacy packets going home. It was a pleasure to support amazing colleagues working on the frontlines of education, maximizing their resources despite the odds.

Option III Grants Background

Option III Grants supported one full-time certificated EL teacher to serve as a regional EL coach. The funds will be used to support the EL teacher and the work that he or she does with surrounding regional districts/charters that wish to participate. Grant amounts under Option III are \$85,000 per year for three years.

The Regional EL Coach activities may include, but are not limited to:

- Assist existing school staff with identifying and screening potential ELs.
- Work with school staff to determine program placement for identified ELs.
- Provide professional development to school staff of ELs.
- Assist school staff with state reporting for ELs such as ELMs, ISEE, ACCESS.
- Assist school with preparing for the annual ACCESS assessment.
- Work with school staff with monitoring progress of exited EL students.
- Work with school staff to increase family involvement for parents/families of ELs.
- Serve as the point of contact for the participating districts/charters with the SDE.

Option III Grant Awardee Profiles and Grant Descriptions

The following includes a description of the grant awardee project and progress during the 2021-2022 academic year.

JEFFERSON COUNTY SCHOOL DISTRICT, JEROME SCHOOL DISTRICT & TETON SCHOOL DISTRICT

District and School Description/Demographics

The three school districts have formed a consortium in which the grant will support them in building a bridge of support between their shared missions of dual language immersion (DLI).

Jefferson County School District has a K-12 enrollment of 6,100 with over 34% considered economically disadvantaged. Five percent of their students were identified as English Learners. The demographics of ELs are primarily Hispanic. Less than 1% of the population qualified as migrants.

Jefferson's DLI program has two different languages, Spanish and Mandarin, from Kindergarten to 9th grade. There is a total of five elementary schools with a DLI program, four Spanish, one Mandarin. There are two middle schools. Out of a total student population of 6256 in Jefferson, 1,672 students are enrolled in a DLI classroom. This is 26.7% of the total student population. District-wide there are 281 EL students, 99 are enrolled in a DLI classroom. This is 35.2% of the total EL population.

Jerome Joint School District has a K-12 enrollment of 4,137 with over 65% considered economically disadvantaged. Twenty-four percent of their students were identified as English Learners. The demographics of ELs are primarily Hispanic. Less than 4% of the population qualified as migrants.

Jerome School District will have DLI classrooms from kindergarten through 6th grade in the 2021--2022 school year. With a district made up of one K-3 elementary and one 4-5 elementary, and a 6-8 middle school, the DLI program is in place in 3 different schools. For each grade there are 2 DLI classes, and the rest are typical English immersion classrooms, so the DLI program is a unique program within a typical school. Out of a total population of 4200 students, there are 350 students enrolled in the DLI program which is 8% of the population. District wide there are 982 EL students, 78 are enrolled in a DLI classroom making up 8% of the total EL population.

Teton County District has a K-12 enrollment of 1,857 with over 35% considered economically disadvantaged. Eighteen percent of their students were identified as English Learners. The demographics of ELs are primarily Hispanic.

Teton has two DLI classrooms per grade from Kindergarten through 5th grade in the 2020-2021 school year. DLI classrooms are implemented in Driggs Elementary School, grades K - 3, and Rendezvous Upper Elementary, grades 4 and 5. Eight of the 15 classrooms at Driggs Elementary are DLI classrooms and 4 of the 12 classrooms at Rendezvous are DLI classrooms. Teton has 160 students enrolled in a DLI classroom. Of the 160 current DLI students, 61 are EL students, comprising 29% of the DLI students. In non-DLI K-3 classrooms, 16% of students are

EL. Almost double the number of EL students are in DLI classrooms in our district at the K-3 level. Teton is implementing a 50/50 model where we strive to have 50% of students are native English speakers and 50% of students are native Spanish speakers in each classroom, with 50% of the instruction in English and 50% in Spanish.

Grant Proposal

The three school districts use teacher teams to share grade level or content responsibilities. The grant is for a regional Dual Language Immersion coach who will guide district leadership team meetings, conduct professional development and lead in data collection and analysis.

Second Year Goals

Goal 1: Consortium District Leadership Teams (Dual Supervisors) will meet together three times each year with the consortium coach.

Goal 2: Consortium will develop secondary assessment system that will prepare dual ELs for P exams by August 30, 2022.

Goal 3: Each district will develop a specific growth goal based on their district's average growth on the Access 2.0 Assessment in the Composite proficiency level by August 31, 2021.

Budget

The grant budget of \$85,000 covered expenses for the following:

- \$74,000 – coaching salary & benefits
- \$7,000 – travel expenses
- \$4,000 – Dual Language Summer Institute

Progress to Date

Goal 1: Consortium District Leadership Teams met monthly throughout the 2021-2022 school year and developed a DLI Summer Institute (August 8th and 9th, 2022)

Goal 2: Consortium developed an AP curriculum and assessment and administered it at the 6th, 7th, and 8th grades at Jefferson School District.

Goal 3: Each district developed a specific growth goal based on their district's average growth on the Access 2.0 Assessment in the Composite proficiency level.

- Teton EL average growth was 0.6 on the 2020 WIDA ACCESS, up by .5 from 2021 WIDA ACCESS. Average growth for Dual Language students was .8 in 2022 WIDA ACCESS whereas 2021 growth was 0.124
- Jerome's Goals for 2022 WIDA ACCESS was to increase DLI student cohort grade equivalency on WIDA ACCESS by 5%. First, second, fourth and sixth grades grew significantly more than 5%. 6th - 9.7%
- Jefferson has 45% of their English Learners are designated as "on track to proficiency" within 5 years as determined by the Idaho State Department of Education, nearing their goal of 50% by year three of the grant.

Reviewer's Comments

Jerome and Jefferson met with Utah in regards to curriculum as we move into secondary and

how to fine tune the K-5 curriculum (Benchmark Adelante). Jerome had a consistent schedule with Chad (Dual contract consultant) to lead Benchmark Adelante curriculum unpacking. Teton refined annual language progress reporting and assessments at the elementary level. Teton continued to refine curriculum resources for the program.

As the consortium looks ahead they have started Year 3 three initial conversations in the following areas: greater focus on curriculum collaboration; greater focus on EL students; refining assessments; and improving resources for leaders- look fors, support for teachers, professional development, clarifying guiding principles and assurances. The consortium has also reached out to neighboring districts to include them within the project.

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