

2019-2020 ANNUAL SUMMARY

# English Learner Enhancement Grants



IDAHO STATE DEPARTMENT OF EDUCATION  
ENGLISH LEARNER & MIGRANT DEPARTMENT | EL ENHANCEMENT GRANTS

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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 (2017-2018, 2018-2019, and 2019-2020) with ongoing funding contingent on districts meeting grant benchmarks.

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 four 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 third 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 2019-2020 academic year.

# Option I Co-Teaching

## **Option I Grant Awardee Profiles and Grant Descriptions**

This report documents the third 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 2019-2020 academic year.

In the 2017-2019 Grant Cycle, the SDE awarded \$83,750 per year to support Co-Teaching models in three districts: Boise Independent School District, Fremont School District, and Nampa 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 Honigfeld & 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.

## BOISE SCHOOL DISTRICT

The Boise School District (BSD) is recognized by parents and school districts for their approach to support the English Language Learners from diverse cultures and for providing the opportunity to acquire skills in a second language. In implementing a dual language program and supporting a growing population of English Language Learners, BSD maintains a strong commitment to providing quality education in the least restrictive environment, which allows students to remain with their peers in their content classes.

### Grant Proposal

The Boise Independent School District continues to advance inclusive opportunities for English Learners through a co-teaching model. The school site of focus is Whittier Elementary, with the highest English Language Learner population in the district. During the 2019-2020 school year, Boise School District enrolled 2,286 EL students; Whittier Elementary EL students totaled 139 students. Thirty-three new arrivals identified as EL in 2019-2020 at Whittier Elementary, for a total of 16.45% of BSD district-wide EL population. This grant-funding source provides specialized EL staffing and co-teaching professional development to a district supported model.

*Co-Teaching Goals with Outcomes:*

**Goal 1: By the end of the grant cycle, the number of ELs meeting ISAT proficiency in English Language Arts (ELA) and Math will increase by 5% each year.**

### Outcome 2018-2019

#### Whittier ELA

- ELA proficiency among English Learners increased from 13.3% in 2018 to 17.1% in 2019
- The percent of English Learners on track for ELA proficiency in the future (i.e. meeting their growth targets) increased from 21.3% in 2018 to 33.9% in 2019

#### Whittier Math

- Math proficiency among English Learners increased from 13.3% in 2018 to 19.5% in 2019
- The percent of English Learners on track for Math proficiency in the future (i.e. meeting their growth targets) increased from 26.4% in 2018 to 33.9% in 2019

### Outcome 2019-2020

#### School Level

No ISAT Data available due to COVID-19.

**Goal 2: By the end of the grant cycle, co-teachers will focus co-planning on the language demands of each lesson and differentiation strategy needed to make lessons comprehensible as measured by informal observations, teacher self-reflection survey, lesson plans and the co-teaching rubric.**

BSD and Whittier Elementary met the target to focus co-planning on language demands with informal observations by EL Specialist (ES) and administration. The lesson plans were focused on language demands and differentiation as teachers used co-teaching rubric and teacher self-reflected surveys as part of their planning and preparing. Whittier teachers co-plan weekly to identify content and language for the lesson using Danielson Framework considering the three domains: planning and preparing, classroom environment, and instruction. The weekly co-planning builds upon previous years. During the planning week, each teacher takes a task and completes it for the good of the team. Even though they formally meet according to their school calendar planning time teachers do informally have stand-up meetings or drive-by for clarification and updates on their planning. After a lesson, the Content Teacher (CT) and EL Specialist (ES) reflect and add notes, extension or clarifications for the lesson taught.

Whittier can serve as a model for other schools because it is incorporating interns (student teachers) into this process. The content teacher and EL Specialist keep a shared document to co-plan and prepare, which allows teachers to pull up the document and their text, gather their manipulatives, visual cues, vocabulary, and Thinking Maps and work effectively and efficiently. The co-teaching rubric lends itself in reflective conferencing and conscientious teaching.

**Budget 2019-2020:** Monies were allocated as intended

Personnel \$72,004

Employee Benefits \$832

Purchased Services: \$5,000

Professional Development/Travel Expenses: \$7,164

Supplies and Materials: \$0

### **Concluding Summary**

The Boise School District does an exceptional job keeping the district focused on equal access for all students. This vision drives all decisions for curriculum, instruction and funding priorities. They have a long-range plan for the district and build programs to support it. BSD has several highly qualified personnel that can teach and mentor their EL staff. They not only respond with flexibility to requests for training, but they include other districts. Many districts in the state lack the resources to pay for expert trainers. BSD extends invitations to training, shares resources, opens their classrooms to visits, and collaborates with other districts.

The reviewer's final thoughts for 2019-2020: the English Learner Enhancement Grant is a tool that is allowing educational professionals to be creative and strategic in instructing culturally diverse learners. Co-teaching is creating a framework that incorporates highly effective

instructional strategies to be implemented as a team and not in isolation. As Whittier Elementary teacher Eisenberg stated, “I feel that (co- teaching) has empowered our EL's to engage and advocate in the classroom and empowered our teachers to increase accessibility across grade level content.”

## **FREMONT COUNTY JOINT SCHOOL DISTRICT**

Fremont County Joint School District is located in eastern Idaho. Henry's Fork Elementary School has 80-90 English Learner students grades K-3. The school struggles with funding for an additional bilingual teacher and has low student performance/achievement on ACCESS 2.0, IRI, and ISAT assessments.

### **Grant Proposal**

Fremont County School District's proposal includes a Bilingual teacher and building district-wide teacher capacity to serve EL students in a co-teaching/collaborative instruction and intervention model.

### **Third Year Goals**

- To research articles and present findings in Co-Teaching Team meetings.
- To establish a district protocol for instructional planning and student data analysis.
- To develop an electronic backpack in Mileposts, Fremont County's data management system.

### **2019-2020 Budget**

Grant funds were budgeted to cover the following expenses: 1 FTE Bilingual Teacher salary and benefits, teacher stipends and benefits for PLC meetings, and copies for training materials.

### **Progress to Date**

The Kindergarten team honored the planning time that was set aside daily and weekly. It was evident through observations that the team met and activities were consistent throughout the classrooms. The data analysis facilitated a focus on identifying student needs and documenting those in Milepost, meeting their goal.

The drive to improve instruction for English Learners was important to Henry's Fork Elementary School. The Bilingual teacher, Mrs. Vargas-Piel, modeled best practices for English Learners to her teammates. She also looked to develop those practices for the English Learners in other grade levels, through their pullout instruction.

The district was unable to expand the co-teaching model beyond Kindergarten at Henry's Fork due to some constraints in creating willing grade-level teams to collaborate with EL specialist.

### **Final Thoughts**

Fremont County continued to work on implementing their grant project at Henry's Fork Elementary School. The switch in lead teacher allowed greater progress toward their goals and increased focus on language acquisition practices for students in grades 1-5. The focus on data and growth remained strong throughout the grant, and their intentionality in analyzing Istation data was a strength. The restrictions from Covid-19 interrupted a site visit to observe EL services and provide observational feedback. The teachers and support staff are committed to their students,



## **NAMPA SCHOOL DISTRICT**

The Nampa School District serves 14,168 kindergarten through twelfth grade students. Of these students, approximately 1900 are identified as English Learners. The Nampa School District serves students at 14 elementary schools, four middle schools, three traditional high schools, two innovation high schools, one career technical high school, three schools specifically for special education programs and three district authorized charter schools.

According to the English language data trends, the EL students in the Nampa School District struggle in the areas of reading and writing and many demonstrate the inability to test above a level three in English language proficiency. Additionally, the district has seen a large discrepancy between EL students and non-EL students when comparing their ELA and Math ISAT data. Based on this data, the district saw a need to dig deeper into effective instructional strategies, core content accessibility and overall best practices for their EL students.

### **Grant Proposal**

In May of 2015, the Nampa School District conducted a district wide audit in which it was reported that the district was “negligent” in serving and supporting the EL population. Due to the survey results, in combination with their EL data, the district created an EL task force. The EL task force researched EL program models that provided inclusion for EL students, was research based, could be supported at all district buildings and offered embedded support and professional development. Through their research, the district discovered the co-teaching model included all of the above characteristics and in 2016-2017 they began the implementation of co-teaching.

### **Third Year Goals**

- EL students will show 5% or more growth in academic achievement as measured by the ISAT and/or IRI in one or more content areas.
- The support of a full-time district co-teaching coach will have a direct impact on EL specialists and the district co-teaching model, providing an increase in teacher capacity and the implementation of effective co-teaching practices. This impact will be measured by a teacher reflection survey at the conclusion of the school year.
- Increase ongoing co-teaching collaboration through the implementation of an electronic co-teaching planning form.
- Continue ongoing professional development for all co-teaching teams.

### **Budget**

The total grant money awarded was \$82,115. The majority of this funding covered the salary for a full-time district co-teaching coach. The remaining budget covered registration fees and substitutes for professional development, travel expenses for local and national conferences and co-teaching materials and resources. The Nampa School District is fully committed to the co-teaching model and does not rely solely on grant funds to support their co-teaching program. The district uses general funding to cover the benefits for the full-time district co-teaching coach.

## Progress to Date

The Nampa School District has been successful in implementing a district wide co-teaching program and continues to see growth in their EL data. Unfortunately, due to Covid-19 causing school closures this year, the Nampa School district was unable to collect 2020 ISAT data.

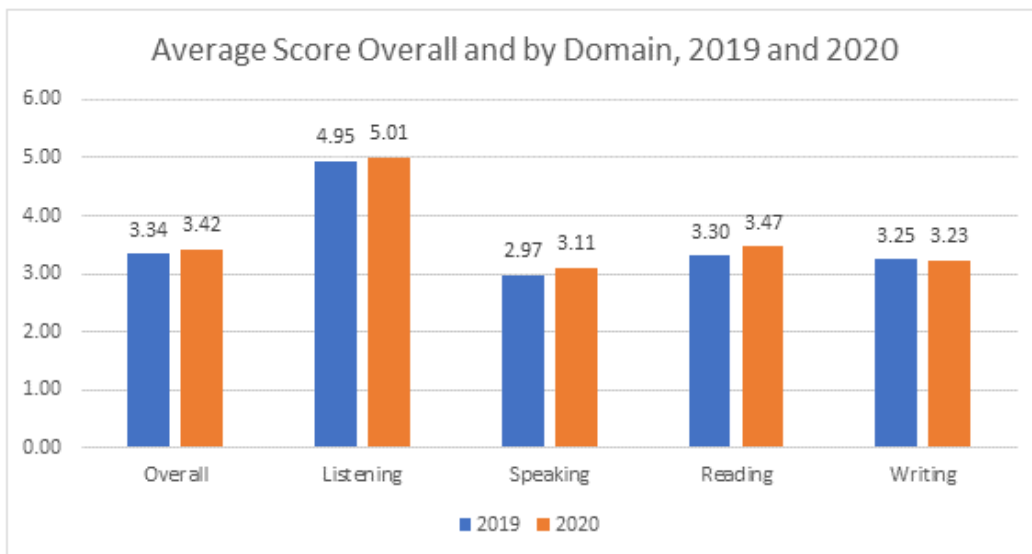
### Nampa ELA ISAT

- ELA proficiency among English Learners increased from 18.1% in 2018 to 22.2% in 2019
- The percent of English Learners on track for ELA proficiency in the future (i.e. meeting their growth targets) increased from 44.8% in 2018 to 46.4% in 2019

### Nampa Math ISAT

- Math proficiency among English Learners increased from 14.5% in 2018 to 16.7% in 2019
- The percent of English Learners on track for Math proficiency in the future (i.e. meeting their growth targets) decreased from 31.5% in 2018 to 28.7% in 2019

On the 2020 ACCESS assessment, EL students showed growth in English language proficiency.



Note: Results restricted to English Learners continuously enrolled in Nampa School District with a valid overall result on the regular ACCESS assessment.

With the school closures this spring, the co-teaching coach met with small groups of co-teaching teams on a weekly basis to help support them as they worked with students online. In addition, the co-teaching teams successfully used the new electronic planning form as teachers and students moved to remote learning.

Adding the full-time co-teaching coach whose role is 100% devoted to the needs of EL students and supporting the co-teaching model, makes the difference in the success of their co-teaching program.

During the 2019-2020 school year, the Co-teaching Coach accomplished the following training and activities to strengthen co-teaching:

- Facilitated the “Onward” book study
- Attended the Idaho Association of Bilingual Education Conference with co-teaching teams
- Attended Andrea Honigsfeld’s co-teaching and co-planning training with co-teaching teams
- Attended Andrea Honigsfeld’s administration training with building administrators
- Facilitated Thinking Maps training for co-teachers
- Facilitated overview training on the co-teaching model for all building level coaches
- Conducted one on one meetings with all new co-teaching partnerships at the beginning of the school year
- Completed observation and coaching cycles with all new co-teaching partnerships and EL specialists
- Facilitated monthly 90-minute district wide co-teaching collaboration meetings
- Facilitated a full day district wide co-teaching collaboration meeting in the fall
- Scheduled all co-teaching partnerships to take one professional day and observe their peers co-teaching
- Created and implemented an electronic planning form for co-teachers
- Created an end of the year reflection survey for all EL specialists and administrators and collected feedback from 24 teachers and 14 administrators

### **Reviewer’s Comments**

I commend the Nampa School District for all the hard work they have put forth implementing a successful co-teaching model to ensure academic and linguistic success for their EL students. With the full-time co-teaching coach, the district has the ability to offer their co-teaching partnerships ongoing professional development and consistent coaching support. This training and support has created the strong foundation needed for the successful implementation of the co-teaching program model. It has also given the district the ability to offer continued support to teachers and administrators each year, which has a direct impact on increased academic and linguistic success for their EL students.

# Option II - Enhance EL Core services

Option II provides additional supports to enhance core EL 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 2019-2020 academic year.

## **Emmett School District**

Emmett Independent School District has a student population of approximately 2,682 students. The district not only encompasses the immediate area of Emmett but also supports schools in Sweet-Montour and the small community of Ola. Of the 2,682 students, 104 children have been identified as English Learners. The district also serves 44 Migrant students. With strong interest and support from district administration, the district has sought various ways of increasing parent involvement to support their children's academic success.

### **English Learner Family/Community Program**

The grant proposed a three-year plan to provide educational training for parents in order to support their children's academic success. The proposal included three parent trainings per year to be held during the evenings and Saturdays to accommodate parents' work schedules. These trainings involved parents through active participation, ready-to-use skills and appropriate student-based activities.

In addition to the trainings, the grant coordinator followed-up with technical assistance and classroom activities/lessons which parents could further use to increase their child's success. The trainings began in the fall and were planned for winter and spring sessions. This schedule was continued through the duration of the grant cycle until the spring of 2020 when COVID-19 forced the closure of the district until August 2020.

### **Budget**

The annual budget of \$12,500 has been set for the three-year grant cycle. Expenses include: three family/parent meetings and four preplanning/follow-up meetings with additional parent trainings. Other expenses include training and planning stipends for staff, travel, materials, supplies, day care and parent incentives.

### **Third Year Goals**

- Continue to introduce training concept to parents to garner an ongoing commitment to the program. Schedule family events that consist of introducing the purpose of these trainings.
- Ensure that program goals were driven by parent requests and participation in the decision-making process.
- Implement trainings.
- Adjust grant implementation of trainings and activities as impacted by community spread of COVID-19.

### **Progress to Date**

The EL Enhancement Grant for Emmett School District focused on parent and family involvement, with the goal of continuing participation through and beyond the life of the grant. This goal is being accomplished by having parent meetings held throughout the school year with attendees participating in the decision-making process. Meetings began in fall and continued through February. As a result of parent requests, the meetings were held early

afternoons on Saturdays to accommodate the many parents working in the agricultural industry. As expected and based on previous history, parent participation varied as the meetings continued, primarily due to work schedules. One important point to note was that parents invited other family members, their children, and friends to the meetings.

The grant coordinator based all activities and events on two tenets: the parents felt welcomed and parents were involved in the decision-making process so they had ownership in the program. As the parents gained confidence, they recommend topics and speakers. Parents requested particular themes such as ESL classes for parents, citizenship education, and activities to help their children's educational career. In addition, the information at the meetings was always provided in a language that they could understand.

Throughout the grant years, documentation has been collected including parent invitations, program agendas, sign-in sheets, presentation materials and pictures of the parents and their families taken during meetings and activities. All materials are available in informational binders. These binders were developed for each year and available to school principals and other school officials for review and to serve as an on-going documentation for all meetings and activities. They also serve as training manuals for other school districts wanting to implement similar projects/activities.

Throughout the three-year grant cycle, several speakers presented a number of topics which involved and informed parents of school functions. The navigation of the school web page and accessing student grades were two of the subjects covered in presentations as requested by parents. Several speakers who recruit for local colleges and state universities presented to attendees, which included parents as well as their middle and high school students.

As requested by parents, ESL classes were scheduled and taught by an ESL teacher from the school district. Classes are held at the district alternative school on Tuesdays and Thursdays from 5:00 to 7:00 pm. in order to meet the needs of working parents. In addition to the ESL classes, citizenship classes were also available to parents.

Some of the interesting highlights of the program that are often times overlooked included the attendance and participation by fathers at many of the meetings. Mothers were usually the ones who attended the events, so this was an exciting development. There were several families who had both the father and mother attend meetings and while some mothers were not able to attend due to work or other obligations, the father was present. Fathers in attendance stated that they felt that they too had to show interest in their son/daughter's education.

The grant coordinator ensured presenters had a bilingual representative for the meetings and activities which included translation of information being presented. Another area which required additional support was the use of technology to access computer-based programming such as the language learning software, Rosetta Stone. Some individuals needed instruction on keyboarding and how-to login to use a program. These additional steps add to the learning

process which highlights the language and technological gaps that still exist and may prevent access to vital services to the community. This learning opportunity and support would prove to be an important parental tool as the district moved to digital communication during the spring and summer months of 2020.

One of the highlight presentations was by Victor Dominguez, retired police officer, Idaho Internet Crimes Against Children Coalition. Mr. Dominguez presented information and safety strategies to parents on enticement by internet child predators, child pornography, cyber bullying and sexting involving children and teens; all of which have become much too common in today's internet environment. Parents learned to protect children by becoming familiar with the apps on their devices, and available software solutions to monitor their activity. As explained to parents, the first line of defense will always be informed and knowledgeable parents, guardians and teachers. All information and discussion topics were available in Spanish and a translator was present to take questions and clarify understanding for participants. Again, given the fact that student instruction and communication become a foundation of learning through uncertain times, this learning is an invaluable tool for parents to ensure the safety of their children.

During the final year of the grant, ESL classes were scheduled for the spring of 2020 but due to the illness of the instructor and the closure of district schools and facilities, classes were canceled. When the district administration decided not to reopen before the scheduled end of the 2019-2020 school year, all remaining grant activities were suspended. In review, there were 104 identified EL students enrolled in the district last year. Parents attending informational meetings averaged approximately 24 participants per meeting. The growth of parent participation in scheduled events over the last three years has gone from 16% to 24% parent attendance.

As the district shut down programs and facilities in the spring of 2020, the program coordinator maintained contact with parents. Communication with parents and families increased dramatically as staff members were committed to helping parents and students connect with the internet and problem solve their individual technology issues. The goal was to support students to continue and complete their academic work. The majority of the parent contact was by telephone, Zoom, and video chatting.

To facilitate the alignment of activities, email and one-on-one discussions with math and language arts teachers will be coordinated through the school RTI team that meets weekly. Formative assessments will have ongoing narratives regarding the program progress, activities, the amount of student participation and quality of parent participation; feedback from teachers and most importantly from EL students.

The Grant coordinator believes the success of the program is highly likely, given the close collaboration among the school administrators, the teacher coordinators, and instructors. Most importantly, she is committed to the program encouraging and supporting EL parent

input into the training process with the main goal of helping students experience academic and social success in schools.

### **Summary**

The work and tireless efforts of the grant coordinator is to be commended. She has led by example as programming was implemented and adjusted to meet the specific needs of students' parents and unforeseen challenges. Her awareness, ability to involve parents in activities, and foremost, her commitment to the EL community has powered the successful outcome. It is a slow process to build a community program that is viable on a long-term basis. The grant coordinator earned the trust of an often times apprehensive population of community members to be included in an academic environment. She also earned the support of district administration to provide a well-organized and meaningful learning opportunity for community families. This has been the key to a successful program.

I recommend that this program be recognized and made available to a wide audience throughout the state based on not only the program longevity but the knowledge and expertise of the grant administrator. Her experience in development and implementation of this program would be a benefit to any school staff and community members interested in establishing an effective program.



## **Fruitland School District**

Fruitland School District has a population of approximately 1,757 students, of which 28% are Hispanic ethnicity and 9% are English Language Learner identified.

In the past four years (2016-2020), the Fruitland School District's English Language Learners have not exited the language program at an appropriate rate. Students maintain stagnant in level 3 developing and level 4 expanding proficiency levels. The district applied for this grant to support the reading and writing areas that influence the developing and expanding proficiency levels. In addition, this grant will support new EL students that are at level 1 entering and level 2 emerging language levels.

### **Grant Proposal**

The grant proposal is to address the needs of English Language Learners (ELs) that have not exited the language program due to not meeting the Idaho language exit criteria. ELs will participate in three (3) consecutive years of summer school targeting language and academic skills.

### **Goals with Outcomes**

#### **Goal 1: Implement a successful summer school that measures with pre/post assessment for student language and academic needs**

Fruitland director designee and consultant analyzed student data and appropriate grade-level skills for each subject area. Pre/post-test for each grade level were provided for staff to implement. Skills were specific to reading, math, writing, listening, speaking, and how STEAM could be incorporated.

#### **Goal 2: Implement a successful summer school that measures with pre/post needs assessment for staff in addressing instruction and school culture**

The work on this goal has been in cooperation and collaboration with Fruitland School District designee. It was requested that consultant provides specific lessons to be modeled on summer school training day. The lesson to be modeled from beginning to end (looking at a lesson through the eyes of an EL teacher), with pre/post assessment, unpack how student ACCESS data is part of the lesson and used within content and language lessons. Because teacher and staff turnover are ongoing, the consultant provided teacher strategies and student skills that are monitored and modeled for the English language in four domains: speaking, reading, writing, and listening within the content of reading and math. Due to COVID-19, the summer school program had to be cancelled.

#### **Goal 3: Implement a successful summer school program with parent involvement**

The 2018-2019 parent survey provided parents the opportunity to have input in developing the summer school program. The survey included ideas on cultural enrichment activities, skills of concern, and areas to improve programming. This is added to the information from teacher and formative data which pave summer school goals: increase math lessons, blending lessons, and cultural activities.

**Goal 4: Implement a successful summer school program, which supports a variety of teaching and learning styles to develop the English language proficiency skills of English Language students.**

The summer school training was scheduled to provide take away strategies to implement with students supporting the teaching and student learning styles. The training agenda was set for WIDA, ACCESS Scores, lesson planning, skill to be tested, modeled lesson from beginning to end with content (math or reading) highlighting speaking, listening (peer and self-feedback), reading, and writing. This professional development focused on building staff culture and build teaching quality to better support ELs and all learning styles. Unfortunately, due to COVID-19, summer school was cancelled and this included PD plans.

**Budget 2019-2020**

Grant of \$15,000 was not fully used as summer school was canceled due to COVID-19.

**Concluding Summary**

As a result of having the EL Enhancement Grant, Fruitland has enhanced its preparation of teachers for extending core English Language Learner skills and enriched academic experience. Summer staff training included WIDA specific training on transferring student report data into the summer classroom. Students with consecutive attendance at summer school demonstrated positive academic and language gains, positive self-esteem, and positive adaptive skills. The data for 2018 and 2019 pre/post had positive gains toward proficiency; 2020 data was not available due to COVID-19.

## **Heritage Community Charter School (HCCS)**

Heritage Community Charter School provides a K-8 education in a smaller setting with a K-5 dual language program, which is a 50-50 model. This model includes 50% English instruction and 50% Spanish instruction. The content covered includes a K-2 focus on literacy, math, science, and art; grades 3-5 focus on literacy, history, geography, and art.

The 2019-2020 SY total enrollment was 489 students; 66.05% are free and reduced lunch and 162 identified as English language learners. The 2018-2019 SY total enrollment was 500 students; 62 % are free and reduced lunch and 135 identified as English language learners. The 2017-2018 SY the total enrollment was 529 students; 68 % are free and reduced lunch and 121 identified as English language learners.

### **Grant Proposal**

The grant proposal is to extend the core language instruction education program for students attending Heritage Community Charter, which serves K-8 students. Over the past three (3) years, the grant extended the EL services by hiring a paraprofessional and pay for Imagine Learning licenses.

Note: Grant proposal indicates that funds projected to buy Imagine Learning license for students, but in 2017-2018 and 2018 -2019, Idaho SDE covered these expenses. To continue the needed extended support, a printer was purchased specifically for the intervention materials needed for the EL support from the EL Enhancement grant.

### **Budget 2019-2020**

Grant awarded \$14,100 pay for FTE 0.5 paraprofessional and benefits.

### **Goal 1: HCCS implemented support staff to extend the language and academic services.**

HCCS hired 1.5 FTE certified ENL Teacher and Paraprofessional. The certified teacher salary is funded from Title III-A and State EL. This grant provides for .5 paraprofessional FTE.

### **Goal 2: HCCS implemented an effective intervention with ELs during their extended time of support.**

Heritage's original vision to support ELs was through technology. Teacher and student feedback suggested that students could be better supported by additional time with a paraprofessional. As a result, HCCS has moved to a teacher-and-student focus. There was not enough student contact time for two EL interventions, Imagine Learning and teacher provided intervention. So, the RTI team at HCCS determined that students would receive face-to-face teacher intervention and not Imagine Learning time. The EL enhancement staff provided intervention as a push-in model for younger grades, with an EL specialist supporting student in the general education classroom. The teacher would take the skills of academic context and work on the language students needed to master the task. The EL enhancement staff worked with older students and had a pull-out model for EL intervention to extend the core English language program.

**Goal 3: Implemented an increase of time on Imagine Learning (K-8) to close language and academic gaps.**

During the 2019-2020 SY, HCCS determined to move towards push-in instruction with paraprofessional support versus using Imagine Learning. No data is available.

**Concluding Summary**

The EL enhancement grant provided essential support to extend the EL core program at HCCS with salaries that directly extended EL support services. The adjustments made along the EL enhancement grant cycle extended the EL core program reasonably and appropriately with the original grant request. The original grant was to extend Imagine Learning time with paraprofessional support. Through the lens of reflective teachers and the data, the need for an EL teacher to instruct EL core skills was the reasonable and appropriate move. ACCESS scores for 2020 demonstrated 20.98% of EL achieving the exit criteria.

## **Jerome School District**

The Jerome School District serves 4,023 kindergarten through twelfth grade students. Of these 4,023 students, approximately 53% are Hispanic and 22% are identified as English Learners. With their student demographics, the district was committed to building up their dual immersion program to create a community of biliterate 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 dual immersion program in 2015-2016. In 2016-2017, the district provided one dual immersion classroom for kindergarten and an English and Spanish partnership for first grade at Jefferson Elementary School. In 2017-2018, the district added one English and Spanish partnership for second grade. In 2018-2019, the district added the dual immersion program to third grade. In 2019-2020, the dual immersion program grew into the fourth grade at Summit Elementary School. It is the district's goal 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 dual immersion program. The proposal includes using grant funding to purchase additional dual immersion curriculum and supplies needed, as well as professional development and training. The Jerome School District will use other funding sources for the salary and benefits of the dual immersion teachers.

Jerome has modeled their dual immersion program after the program used by the state of Utah. Therefore, the dual immersion professional development Jerome provides for their dual immersion teachers is through the Audii Training (Annual Utah Dual Immersion Institute). Spanish teachers attend four days of training, while English teachers attend two days of training during the month of August. This is followed up annually with two to three days of training held throughout the school year.

## **Third Year Goals**

This grant supports the school program goals to:

- Add two fourth grade dual immersion classes at Summit Elementary School, made up of 25 English speaking students and 25 Spanish speaking students
- Dual immersion students will obtain simultaneous literacy in two languages and build cultural competency
- Retain high quality dual immersion teachers
- Implement the AAPPL language assessment beginning with dual immersion students in the fourth grade to assess Spanish language proficiency
- Increase dual immersion and EL student scores on standardized tests

## **Budget**

The grant budget of \$15,000 covered expenses for the following:

- Registration fees for the Annual Audii summer conference and mid-year training
- Stipends for teachers to attend the Annual Audii training during the summer
- Travel related costs for the Audii conference
- Registration for the annual La Cosecha dual language conference
- Travel related costs for the La Cosecha dual language conference
- English language arts (ELA) and math curricula and textbooks for the dual immersion fourth grade classes
- Dual immersion classroom supplies

## **Progress to Date**

The Jerome School District successfully implemented the dual immersion program in the fourth grade at Summit Elementary School with 50 students enrolled. The fourth-grade students received English instruction for half of their day and Spanish instruction for half of their day. Students received Spanish instruction in literacy, math and science, while they received English instruction in literacy, math and social studies.

The Jerome School District continues to work very hard to recruit and retain qualified dual immersion teachers. Jefferson Elementary School continued their third year with the same qualified dual immersion staff members. The fourth-grade Spanish language teacher at Summit Elementary is a local resident of Jerome with three years of teaching experience. The fourth grade English language teacher has 20 years of teaching experience in elementary education.

This year, the fourth-grade dual immersion teachers and administrator from Summit Elementary attended the Annual Audii conference that took place in August. The first and third grade dual teams with the assistant principal from Jefferson Elementary attended La Cosecha, the annual dual language conference in Albuquerque, New Mexico on November 13th-16th. In addition to the annual conferences, the dual immersion teachers at each site collaborated on an ongoing basis. The district has also created a dual immersion district committee that meets regularly throughout the year to discuss curriculum, assessment, professional development and student enrollment procedures.

Due to COVID-19, the district was unable to assess students on the ISAT assessment in Spring 2020. They administered the AAPPL (ACTFL Assessment of Performance toward Proficiency in Languages) assessment in the fall, but were unable to administer it in the spring to collect Spanish language growth data. The dual immersion EL students also took the ACCESS and 100%

of the students in the fourth-grade dual immersion program at Summit Elementary showed growth in their overall English language scores.

**Reviewer’s Comments**

It has been an absolute pleasure working with both Jefferson Elementary and Summit Elementary School as they continue to grow their program. The Jerome School District has a deep commitment to the success of the program. Recruiting and hiring high quality dual immersion teachers is a very difficult task. Finding and implementing high quality Spanish curricula and assessment can also be a challenge. It is clear; they have made it a priority to ensure quality staff, curricula and assessment are in place to guarantee the success of the program.

## **Payette School District**

Payette School District student population is approximately 1,363. During the school year 2019-2020, the six Payette School District schools identified 161 English Learners, including 137 migrant students. These students represent approximately 80 families and are equally distributed among all the grade levels. The EL student population is diverse from the beginner level to the early fluent level of language acquisition. These results are found across the grade levels, from the kindergarten to high school level.

### **Grant Proposal**

The grant was established as a three-year plan to provide educational and interactive trainings for parents of English language learners/migrant students supporting the academic success of their children. The plan offered nine different trainings/meetings per year on Saturdays to accommodate working parents' schedules and childcare needs. The program sought to involve the EL and migrant parents through active participation and trainings which built stronger bonds between the parent and child by providing the parent with ready to use skills and activities to assist their child at home.

The grant proposed educational monthly trainings beginning in September and concluding in May each year. The trainings included such topics as student academic requirements for success, school organization and student supports, literacy activities, math activities, and student financial aid information for college and career opportunities. An established curriculum was implemented to provide hands-on activities and practical applications to teach parents in how to support their children's academic career along with how to use community resources and support systems.

As the 2019-2020 school year began, the parents were invited to several meetings and activities to encourage participation in the monthly parent trainings. These activities included Parent Action Committee meetings, FAFSA informational and support night and a Family Turkey Bingo Night.

The grant coordinator has documented an increase in parental involvement in family night meetings, FAFSA nights, and the PAC meetings as well as an increase in parental involvement in student's academic needs. There has also been a higher attendance for parent/teacher conferences, family fun nights, sporting events, etc. The grant coordinator believes that when the parents see that they have additional support from staff and administration they feel welcomed and included in the school community.

Due to the COVID-19 closure of district, schools, and facilities, parent trainings and meetings were suspended throughout the spring and summer months. The focus was shifted to



supporting online student learning and family visitation. The grant coordinator and district translator made “porch visits” to check in with students whose parents do not speak English. They helped make sure the students and parents had either the academic packets or addressed technology issues needed for the students to be able to do their course work. The grant coordinator also held ZOOM meetings with students for homework help and conference calls with parents. Again, she and the district translator ensured that parents knew how to access information on the district website during the COVID shutdown and throughout the summer months to maintain a line of communication.

### **Budget**

The District received \$15,000 annually for the three-year grant cycle to conduct family and community meetings. The grant also covered staff stipends, travel expenses, training opportunities, supplies and materials.

### **Third Year Goals**

- Continue to involve parents through active educational trainings and grow a strong core group of participants.
- Provide the parent with proven ready-to-use activities to assist their child in their academic success.
- Continue to support and grow stronger communications between the school and home.
- Adjusted Third Year Goal: due to the closure of district schools and activities during the COVID-19 pandemic, remaining funds were used to purchase 60 Chromebooks for EL students and families to ensure availability to online instruction, support for classes and communication with parents.

### **Progress to Date**

The third year of the grant saw a change in district administration which included a new superintendent and Federal Programs administrator. While these administrators took on their new responsibilities and gained knowledge about district organizational structure and programming, the grant coordinator was also new to the administration of the EL Enhancement Grant and particularly the budgeting process. There was a period of time during the fall and winter months in which these individuals were working with the district business manager to better understand the allocation of funds and programming. Planned activities and classes were adjusted. Fall and winter activities were implemented later than designed but also adjusting the demands of parents’ work schedules many of which revolve around the agricultural industry and fall harvest. Plans had included meetings that consisted of introducing training concepts for parent academic support at home and appropriate educational activities. Efforts have focused on a curriculum that allowed parents to become active learners to better support their children’s education. Included were activities that focused on reading strategies for parents to

support reading during off-school hours. Parents also had an opportunity to learn about math strategies to support their students.

Family events were primarily focused on students in elementary grade levels. While there are established families with children in EL/Migrant in various grades, most EL students are overwhelmingly represented in the elementary grade levels beginning in K and 1st grade through the 6th grade. Although the emphasis was in the elementary levels, accommodations were made for parents' requests for trainings for students from all levels. By focusing on the families of elementary students, the grant coordinator is focused on the long-term goal to create a strong relationship with families over the K-12 educational career of their students.

The biggest challenge facing the district and grant coordinator was the decline in student grades due to the pandemic. EL parents and students struggled to communicate effectively with teachers and the schools as instruction went online. Often times older students suffered the most because parents were relying on them to provide daycare for the younger siblings or go to work in the fields with the parents to try to recoup the income lost when jobs were put on hold.

Due to the fact that students will in all probability be limited to hybrid classes or periods of online learning only, the grant coordinator decided to use carryover funding from 2019-2020 to purchase sixty Chromebooks for EL students and families to use for the 2020-2021 school year, with approval from the SDE. This will support students who did not have available computers and the opportunity to stay connected with class content and support. It will also give parents a means to be involved in their children's education and stay in communication with school staff. The grant coordinator and district translator will continue to monitor students' needs and provide support as needed. They will also use the devices to connect with parents and ensure their ability to be fully involved in their children's academic progress.

### **Final Thoughts**

The district grant coordinator has worked hard to tailor parent involvement activities and training to the identified families in the community. The initial attempts during the first year of the grant did not garner the interest that was hoped for with fewer than eight to ten participants per event. The coordinator reviewed different aspects of the organization, communications, and participant input to further parent involvement in the future. Her team, which included a parent, attended the national training for The Family Leadership Institute to gain further knowledge and ideas to strengthen their program. New to an administrative role and facing a pandemic she is to be commended on her collaborative efforts. She has made an honest review of programming and willingness to adjust implementation to better meet the needs of the targeted population. She has also continued to seek advice and support to grow trust and participation of families and community members. Focus has also been made to work

with school staff and administration on appropriate communication and support of students and their families in pursuit of academic success.

As communities and schools face the challenges in our changing environment, the efforts to support students and their families from the Idaho State Department of Education are an important component to success. It is a pleasure to be a small part of this process and work with individuals who are passionate in their service to the greater good of all.

It is important to continue to provide these opportunities in small districts and communities. The provision for additional time and support to develop programming that is appropriate for their unique needs is critical to their success. They often times do not have the experienced staff and community resources that larger districts draw from and to expect similar results is unrealistic. Having the opportunity for program and staff development over a substantial time frame is a commitment to long term gains in the success of our students in rural and distant communities.

## **Twin Falls School District - IB Perrine Elementary School**

The Twin Falls School District is comprised of approximately 9,400 students. Of these 9,400 students, approximately 72% are Caucasian, 20% Hispanic and 8% other ethnicities. The majority of the other ethnicities are refugees brought into the community in a joint effort through the College of Southern Idaho and the federal government refugee program.

IB Perrine Elementary School is located in the northwest area of the Twin Falls community and serves 561 students. Of these 561 students, approximately 66% are Caucasian, 20% Hispanic and 98% are students from low-income families. This year, IB Perrine served approximately 103 EL students with over 80 receiving English language services during the school day and 44 consistently attending their after-school program.

### **Grant Proposal**

The funding from this grant enhanced the school's core EL program by increasing the support provided to EL students during core instruction and intervention time. In addition to EL intervention, IB Perrine offers Tier 1 or Tier 2 reading intervention to all EL students based on individual student academic goals. The school is also very creative with their scheduling in order to staff the EL after-school program.

The grant funding is for the salary of a paraprofessional working under the educational umbrella of a certified EL teacher and in cooperation with the certified classroom teachers. The paraprofessional assists with instruction during EL intervention and tier intervention time. By having an EL paraprofessional, EL students receive individual and small group support in their mainstream classroom, increased targeted intervention time, as well as, embedded support navigating school life. EL intervention and tier support is based upon results of the spring ACCESS 2.0 scores, with priority given to students with the highest need academically and a history of engagement challenges.

### **Third Year Goals**

- By the end of the third year, IB Perrine will have at least 95% of all EL students actively engaged in their tier I and tier II intervention.
- IB Perrine will have less than 5% of their discipline referrals associated with EL students.
- With an increase in engagement and a decrease in discipline issues, EL students will increase linguistic and academic performance.

### **Budget**

The \$15,000 grant budget in combination with \$2,100 from IB Perrine's general building budget funded the salary and benefits for the EL paraprofessional.

### **Progress to Date**

IB Perrine continues to increase the support provided to their EL students throughout the school day with the additional paraprofessional. EL students receive academic support during

their core instruction in the traditional classroom, language development instruction during EL intervention and an additional 45 minutes of intense tier I or tier II reading intervention. It is important to note that IB Perrine has been able to implement the 45-minute reading intervention school-wide, so that all students have the opportunity to receive tier I or tier II reading instruction at their current skill level. For their EL students, this tier intervention is in addition to the intervention they receive through EL services.

IB Perrine continues to offer a successful after-school program for EL students, Tuesday through Friday, for two hours each day. This year they had an average of 44 EL students attend the program.

With the increased support funded through the grant, 89% of their EL students showed growth in their overall scale score on the 2020 ACCESS and 100% of EL students were actively engaged on a consistent basis in their tier I and tier II intervention. This spring, IB Perrine had 20 of their 103 EL students exit from the EL program. In addition, discipline referrals for EL students were only 5.3% of the total referrals or 14 of 242 referrals.

#### **Reviewer's Comments**

The staff at IB Perrine has worked hard to create a solid plan of support to meet the needs of their EL students. Through their continued commitment and creativity, they have created daily schedules that include in class support, EL language intervention and additional tier I and tier II reading intervention. Along with this support, students have the opportunity to extend their learning through the after-school program. With this support, the IB Perrine staff believe they will not only help EL students increase their linguistic and academic skills, but also give them skills and motivation to stay in school, graduate, and be career and life ready beyond graduation.

## **Twin Falls School District - Rock Creek Elementary School**

Rock Creek Elementary School in the Twin Falls School District currently serves 90 EL students. These students speak a variety of languages including Bosnian, Russian, Turkish, Chinese, German, Napoli, Farsi and Spanish.

Rock Creek Elementary has nearly doubled their EL student population recently, going from 50 students in 2017-2018 to 90 students in 2018-2019. With the large increase in EL students, the Twin Falls School District added a full time EL teacher at Rock Creek Elementary School, using district funds.

Rock Creek offers EL intervention services during the school day that focus on language and vocabulary development, writing strategies and access to core content. They also have a very successful extended day tutoring program. This program for their EL students looks slightly different each year with focused support in academic areas based on student needs.

### **Grant Proposal**

The grant proposal was written to fund additional EL support throughout the school day by hiring an EL paraprofessional who helps students in need of more specific language and academic instruction to reach grade level benchmarks. The EL paraprofessional is also the contact person for EL families, acting as a bridge between staff and parents. This provides students the best educational options possible in the school setting.

The EL paraprofessional works collaboratively with the certified EL teacher each day to support all K-5 EL students. The type of support given at each grade level is built around the linguistic and academic needs of each EL student, focusing on language and vocabulary acquisition while also helping students navigate and access grade level core content.

### **Third Year Goals**

- Provide additional classroom and after school tutoring support that will enable students to increase English language acquisition and achieve grade level academic success
- Continue establishing strong school to home connections by increasing positive communication and discussions between home and school
- Increase ACCESS, IRI and ISAT scores for EL students, with the ultimate goal of exiting students from the program as fluent readers, writers and communicators in the general classroom environment

### **Budget**

Rock Creek Elementary received \$15,000 per year for the grant cycle. Each year's budget includes the salary and benefits for the EL paraprofessional.

### **Progress to Date**

This year, Rock Creek offered additional support to their EL students throughout the school day with the additional paraprofessional. The support looks a little different at each grade level

based on student needs. Kindergarten through third grade EL intervention groups were structured around English language arts with an emphasis on vocabulary, oral fluency, reading and writing development. Fourth grade students received pre-teaching support in writing, emphasizing vocabulary and theme development, in addition to instruction in writing form and structure. Fifth grade students received push-in support for both math and writing throughout the year.

Rock Creek also offered an after-school tutoring program for one hour, two days per week, for their 4th and 5th grade EL students. Based on ISAT data, these students received additional instruction in math to give them an extra boost on skills they still needed to master.

In addition, Rock Creek believes in the importance of making sure their EL students have the opportunity to participate in all school related events. They worked very hard encouraging and motivating their EL students to take part in one of their after-school clubs. Clubs included Kindness Club, Robotics, Choir, and Student Council.

The paraprofessional also had the opportunity to be a liaison, working to strengthen the communication between the school and parents. Phone calls were made and parent meetings were scheduled as a follow up for the after-school program.

Rock Creek Elementary School is extremely pleased by the growth they saw with their EL students this year. On the ACCESS, 84% of their EL students made growth with 79% of the 84% jumping at least one proficiency level. In addition, 18 EL students exited out of the EL program.

### **Reviewer's Comments**

The EL team at Rock Creek does a wonderful job thinking outside of the box in regards to meeting the needs of their EL population. Giving EL students more specific language instruction during the school day, as well as, offering these same students additional support beyond the school day, gives them the language instruction they need.

## **West Ada School District**

As the largest school district in Idaho, West Ada serves approximately 39,500 total students with roughly 1,600 of those students being English language learners with approximately 92 different native languages spoken. The West Ada EL Program Enhancement Grant is designed to support the academic, social and emotional needs of their most at-risk EL students who attend their three EL high schools, four EL middle schools and ten EL magnet elementary schools.

Centennial High School serves the largest EL high school population in the West Ada School District with approximately 160 EL students. EL students fall into one of two distinct sub-groups at Centennial High School. The first subgroup consists of students who attend the English Language and Cultural Immersion program (ELCI). The ELCI students are refugee and immigrant students, born outside the United States and have English language levels between beginning and early intermediate. Many of these students have similar characteristics that include, new to the country within three years, limited or no formal schooling and/or clinical PTSD. The second subgroup is long-term EL students. Many of these students have been in the school system a number of years, but have not met the language requirements for exiting the EL program.

At the middle school level, West Ada serves roughly 270 EL students with Lewis and Clark Middle School serving the largest percentage of those students. At the elementary level, West Ada serves about 750 EL students with Desert Sage, Barbara Morgan, Ustick and Chief Joseph Elementary schools serving the highest percentage of those students.

## **Grant Proposal**

The West Ada School District grant proposal includes EL support in the areas of extended day programs, summer school, and family involvement support activities. The extended day programs include personalized and targeted EL tutoring with morning and afternoon intervention groups, as well as, push-in during the school day to fill the gaps for their neediest students. The summer school program gives both elementary and middle school EL students the opportunity to continue their learning through a portion of the summer months. The district will use grant funding to hire EL teachers and paraprofessionals to support EL students during summer school. The family involvement and support activities include events offered throughout the school year focused on career and college success, school informational nights, cultural celebrations and award assemblies.

## **Third Year Goals**

Extended Day Programs:

- EL students in the ELCI program will have access to common core math classes
- EL students at Centennial High School will create a college and/or career plan
- EL students in the ELCI program will maintain a combined GPA of a 2.8 or higher



- ELCI seniors will graduate at the same rate or better than the general education population

Summer School:

- A two-week summer school will be available to 100 elementary EL students. Summer school enrollment will be prioritized based on student ACCESS scores
- Summer school will be available to all EL middle school students

Family Involvement and Support:

- EL families will attend at least one family involvement event to gain knowledge on school practice and how to support their children’s education

**Budget**

The West Ada School District received \$15,000 per year for the three-year grant cycle. Each year’s budget covers part of the salary and benefits for EL teacher and paraprofessional tutors for extended day and summer school, tutoring supplies and ELCI materials.

**Progress to Date**

The West Ada School District shared that all EL students attending the ELCI program accessed an ELD Algebra class taught by a trained EL/Math teacher. Next year, an ELD Geometry class will be added to the program. The West Ada School District is proud of the growth they have made within their ELCI program. They started the program with one full-time English teacher and a part-time counselor. Currently, they have two full-time English teachers, one full-time math teacher, one full-time social studies teacher, a part-time science teacher, two full-time paraprofessionals and one full-time counselor.

All students in the ELCI program created an individualized career and college plan with support from counselors. In addition, with the support of EL counselors and paraprofessionals, the ELCI students had an average GPA of a 3.2 and 100% of the seniors graduated.

Although the in-person elementary summer school program was cancelled due to COVID-19, West Ada was still able to offer daily online English language support for their EL students. Elementary students used the Imagine Learning program and the middle school students used iLit as English language support. In addition, West Ada hired EL teachers and paraprofessionals to support the EL students for two months in June and July.

The majority of parents or other family members attended one or more specially designed family events. These events included family informational nights, cultural events, family conferences, cooking with Chef Murray, juntos podemos family nights and college and career night.

**Reviewer's Comments**

Dr. Diane Oliva, the West Ada Federal Program Coordinator, has built a strong EL program that addresses the language, academic, social and emotional needs of all EL students. West Ada also has an amazing EL parent involvement program at both the individual school level and the district level that values the role of parents and creates a community where parents are true partners in the education of their children. It has been a pleasure working and learning from the students, families and staff of the West Ada School District.

**Conclusions and Recommendations: Year 3**

- Ongoing communication through email, phone calls, google meets and onsite visits provided each site with continued support with program implementation.
- Each site successfully implemented year 3 of their grant proposal.
- All grant awardees reported language and academic growth with their EL population.

# 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 \$83,750 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 2.0.
- Assist school with preparing for the annual ACCESS 2.0 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 2019-2020 academic year.

## **Blackfoot School District, Bingham County**

Bingham County in southeastern Idaho, has five independent school districts, three of which share school boundaries. The three districts—Blackfoot, Snake River, and Aberdeen—collectively share approximately 1,000 English Learners. English Learner students frequently transfer between these three districts, and it is difficult to effectively place and serve students without creating gaps or interrupting graduation plans.

### **Grant Proposal**

The grant proposal was written to develop a Regional EL Coach who would serve as a liaison to create an effective and efficient system for identifying, placing, and serving EL students in the three districts. The increase in communication and establishing a consistent set of procedures for the region allows for fewer instructional gaps and more efficient placement of students. The Regional Coach provides professional development to EL teachers and staff in the districts to align services and increase instructional supports.

### **Goals**

- To establish consistent routines and procedures for recruiting and identifying EL students in the three districts
- To provide professional development for staff in the three districts specific to English learners
- Meet once per trimester collectively with all districts to discuss progress and needs

### **Budget**

The Blackfoot School District, which was the fiscal agent for this grant, received \$83,750. Grant funds were budgeted to cover the following expenses: salary and benefits for EL Regional Coach, WIDA training, book study materials, travel for state and national conferences, regional training, and mileage. Funds were also designated for books, resources, incentives for students, and parent nights.

### **Progress to Date**

The Regional EL Coach worked with each of the districts to determine their priorities and how they could be supported. A handbook, created as part of this project, outlines specific procedures for identifying and placing students. This handbook has served as a resource for EL staff in the each of the three districts. A common enrollment sheet maintains consistency in identifying English Learners among and between the districts.

Professional Development has been ongoing throughout the project; EL strategies included in New Teacher training, Go-To Strategies, and WIDA training by Mia Allen. The coach worked with staff from all three districts to provide professional development and share WIDA and

other English acquisition resources. Additional supports and activities throughout the year included book studies and WIDA ACCESS 2.0 training and support.

The Regional Outreach Center enriches parent participation and provides access to family engagement activities. Partnering with ISU for student volunteers to interpret during Parent Teacher Conferences, making a “Translate” sign for interpreters to stand by, and creating newcomer videos all facilitate a welcoming environment to the schools by setting students and parents up for success.

### **Reviewer’s Comments**

It has been a pleasure to work with Bingham County as they developed the Regional Coach position and procedures. They supported English Learners through best practices and aligned resources and procedures to ensure smooth transitions for students among the districts. The level of intentionality and drive to provide staff the resources they needed to be successful and the compassion and care to consider how to include, involve, and embrace parents is what has made this grant successful. They were on target for their goals throughout the project and have positive outcomes. The enthusiasm of the grant coordinator and coach is reflected in their strong implementation of the Enhancement Grant.

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