

2020-2021 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 (2020-2021, 2021-2022, and 2022-2023) 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 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 first 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 2020-2021 academic year.

Option I Co-Teaching

Option I Grant Awardee Profiles and Grant Descriptions

This report documents the first 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 2020-2021 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 3,160 pre-kindergarten through twelfth grade students. The student body is comprised of 53% Caucasian and 43% Hispanic. Of these students, approximately 22% 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 model includes all district schools, 73 content teachers, 19 language specialists and 700 EL students.

Grant Proposal

The Blaine County School District grant proposal includes funding to create an additional position for a district level Co-Teaching Coordinator, who provides 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, develops a mentorship model focused on collaboration between new and continuing co-teaching teams, reviews co-teaching progress and needs with school administration and the Director of Special Programs, facilitates individualized professional development focused on elements of co-planning, co-instruction, and co-assessing, regularly observe and provide feedback to co-teaching teams, and facilitates language development training for language specialists to enhance language strategies used within core content areas.

First Year Goals

- **Goal 1:** By the end of the first semester, meet with 100% of district ELD teachers one on one, to have a supportive conversation based on a self-reflection survey each teacher fills out. In that conversation each teacher will create personal goals for the school year.
- **Goal 2:** Observe and provide feedback to all 19 ELD co-teachers, three times during the 2020-2021 school year for a total of 57 sessions.
- **Goal 3:** Develop and lead Introduction to Co-Teaching workshop by the end of the first quarter for staff who are new to co-teaching.
- **Goal 4:** By the spring of 2021, review rubrics (completed by school administration) with the district Director of Special Programs and develop an action plan to strengthen the program.
- **Goal 5:** By June of 2021, meet with the three ELD teachers who were selected to participate in the State Department of Education's 2020 WIDA standards roll-out committee to learn and develop a plan for adoption of the new 2020 WIDA Standards.

Budget

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

- \$60,000 - salary and benefits of a 0.6 FTE district Co-Teaching Coordinator
- \$14,500 – Thinking Maps – Path to Proficiency Train the Trainer for EL Specialists

- \$5,000 – WIDA Virtual National Conference for 5 EL Specialists, Co-Teaching Coordinator, and Director of Special Programs
- \$2,500 – Solution Tree virtual trainings, PLC at Work for Co-Teaching Coordinator and Mind the Gaps for 5 EL Specialists
- \$2,000 – mileage, meals, and substitutes for in-state school visits
- \$1,000 – mileage and substitutes for in-district school visits

Progress to Date

The Blaine County School District successfully hired a .6 district level Co-Teaching Coordinating teacher and met their annual SMART goals.

Goal 1: By the end of the first semester, meet with 100% of district ELD teachers one on one, to have a supportive conversation based on a self-reflection survey each teacher fills out. In that conversation each teacher will create personal goals for the school year.

- The Co-Teaching Coordinating teacher met with 17 out of the 19 EL teachers in the district or 89.47% to facilitate supportive conversations. She sat in on a co-planning session and had an informal conversation with the remaining two EL teachers. In addition, she completed a wrap-up conversation with 100% of the EL teams.

Goal 2: Observe and provide feedback to all 19 EL co-teachers, three times during the 2020-2021 school year for a total of 57 sessions.

- The coordinating teacher observed and provided feedback to co-teaching teams on 43 different occasions during the school year.

Goal 3: Develop and lead Introduction to Co-Teaching workshop by the end of the first quarter for staff who are new to co-teaching.

- 100% of new co-teaching staff received either a hybrid version of the Introduction to Co-Teaching workshop from 9/18/20 to 11/13/20 or an in-person version from 10/9/20 to 11/6/20.

Goal 4: By the spring of 2021, review rubrics (completed by school administration) with the district Director of Special Programs and develop an action plan to strengthen the program.

- This spring, the coordinator received feedback from 100% of administrators in the district. The information collected will be used to develop the professional development plan for 2021-2022.

Goal 5: By June of 2021, meet with the three ELD teachers who were selected to participate in the State Department of Education’s 2020 WIDA standards roll-out committee to learn and develop a plan for adoption of the new 2020 WIDA Standards.

- The Co-Teaching Coordinator met with the district WIDA standards team on 5/18/21 and drafted a roll out plan to unpack the new standards and train teachers.

The Blaine County School District has \$10,000 of carry over grant funding due to modifications made to trainings and professional development because of Covid.

Reviewer's Comments

I commend the Blaine County School District for the hard work they have put forth in creating a Co-Teaching Coordinator position. During this first year of implementation, they focused heavily on creating relationships, which is essential for a program to be successful. Even with the Covid pandemic, the district was able to establish a strong foundation of co-teaching support for both teachers and administrators. The district will continue to build upon this support in the next two years to strength 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 9,477 kindergarten through twelfth grade students. Of these 9,477 students, approximately 71% are Caucasian, 21% are Hispanic and 8% are other ethnicities. With a refugee center in the Twin Falls community, most of the other ethnicities are refugee students. Of the 9,477 students in the Twin Falls School District, 926 are EL students who represent 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 a co-teaching model.

Grant Proposal

The Twin Falls School District grant proposal includes funding to support the implementation of a comprehensive, cohesive, district wide co-teaching model that includes a plan for on-going professional development.

First Year Goals

- **Goal 1:** Co-teachers will engage in weekly 45-minute, formal co-planning sessions and ½ to full day quarterly long-term planning and professional development, with coaches and administration attending at least monthly.
- **Goal 2:** EL students in co-taught classrooms will increase in ACCESS writing performance with 80% showing at least ½ level growth.
- **Goal 3:** Teachers will move from 60% to 70% on the co-teaching self-assessment rubric by receiving WIDA writing, Thinking Maps, and GLAD training.

Budget

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

- \$3,000 - stipends for 3 teacher leaders for additional time and reporting
- \$5,537 - stipends for teachers for Saturday and after school trainings
- \$1,102.49 - benefits
- \$13,200 - GLAD training – basic educator certificate
- \$3,900 - consulting fees for Holly Porter from the Cherry Creek School District
- \$4,000 - virtual consulting sessions with Andrea Honigsfeld
- \$1,200 – virtual parent participation workshop
- \$4,934.30 – Thinking Maps binders and materials
- \$428.51 - book study on Resilient Learners
- \$604.20 – Co-Teaching for English Learners books for Andrea Honigsfeld virtual consulting sessions

Progress to Date

Goal 1: 100% of co-teachers will engage in weekly 45-minute, formal co-planning sessions and ½ to full day quarterly long-term planning and professional development, with coaches and administration attending at least monthly.

- 75% of co-teaching teams engaged in weekly 45-minute, formal co-planning sessions with 50% of the teams using the LASAR (Learning Targets, Analyze Data, Strategies & Scaffolds, Evaluation, and Roles & Responsibilities) template consistently. As the SDE representatives, we are working with the LEA to adjust goals and expectations for the remaining two-year grant cycle.

Goal 2: EL students in co-taught classrooms will increase in WIDA ACCESS writing performance with 80% showing at least ½ level growth.

- 36% of EL students in co-taught classrooms increased ½ or more levels in ACCESS writing performance.

Goal 3: Teachers will move from 60% to 70% on the co-teaching self-assessment rubric by receiving WIDA writing, Thinking Maps, and GLAD training.

- LEA did not meet stated goal due to the Covid-19 Pandemic and challenges faced during this school year. This includes circumstances such as: building shutdowns, inability to meet in person, travel restrictions, focus on meeting core instructional programming, staffing shortages, etc. As the SDE representatives, we fully understand this was a unique school year and are working with the LEA to adjust goals and expectations for the remaining two-year grant cycle.

The Twin Falls School District has \$47,093.50 of carry over grant funding. This carry over is the result of modification that were made due to covid. The district had to adjust their professional development offerings and were unable to have staff trained in Thinking Maps, the WIDA writing workshop, or attend the National WIDA Conference.

Reviewer's Comments

This year, the Twin Falls School District focused on creating consistent co-planning and professional development trainings to support their co-teaching teams. Co-teaching teams at most schools were able to meet weekly to co-plan. These teams used the LASAR planning template to guide their discussions. Co-teaching teams who were unable to meet weekly, will have shared planning time in their schedules next year to help support consistent co-planning time. Quarterly and long-term planning was more difficult this year with hybrid learning and will be a focus for next year.

For professional development, the district offered two, ½ day co-teaching trainings with the help of Holly Porter from the Cherry Creek School District in Colorado. Dr. Andrea Honigsfeld offered 2 sessions of virtual training to teachers and 2 sessions to administrators, focusing on effective planning and co-teaching models. In addition, a core group of EL specialists and Instructional Coaches completed the initial GLAD online training. The district was unable to complete Thinking Maps training or the WIDA writing workshop. They also did not attend the National WIDA Conference or complete co-teaching site visits.

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.

Grant Proposal

Jefferson School District's 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 Rigby Middle School. The grant also outlines professional development for the co-teaching team.

First Year Goals

- **Goal #1:** The EL Co-Teacher will co-teach two lessons each day with General Education teachers at Rigby Middle School or Farnsworth Middle School, depending on where the EL Co-Teacher is that day, for a total of 10 co-taught lessons per week.
- **Goal #2:** 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 Rigby Middle School and Farnsworth Middle School.
- **Goal #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:** 60% of EL students receiving co-taught lessons weekly will demonstrate proficiency on the ISAT ELA assessments at Rigby Middle School and Farnsworth Middle School.

Budget

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

- \$46,375 in salary for EL Co-Teacher
- \$16,952 in benefits for EL Co-Teacher
- \$12,000 in stipends for EL Co-Teaching Team (\$1,500 each)
- \$1,002 in Professional Development Online Course for EL Co-Teaching Team (COVID-19 Restricted Travel for 2020-2021 school year)

- \$565 for general supplies for EL Co-Teacher (classroom setup, materials for Co-Teaching, Co-Teaching text, paid for EL Co-Teacher to complete the PRAXIS exam)
- Amount Remaining: \$8,106

Progress to Date

The district saw some incredible engagement from the Co-Teaching team this year! The district originally anticipated only having the EL Co-Teacher, Mrs. Taylor, working with 3 teachers for the 2020-2021 school year, but two additional teachers from the English department “begged” to join the team. Rigby Middle School expanded the group to include five general education teachers and one EL Co-Teacher.

Due to COVID-19, teachers were not able to observe or attend any State or Local conferences related to Co-Teaching, or travel to other districts to observe. The district Federal Programs director created an online Schoology course based on materials from Nampa and Boise School District. All of the district’s teachers completed those requirements. Because of that, the district will have a bit over \$8,000 in carryover for the next school. The Federal Programs Director anticipates utilizing those funds for Professional Development.

Reviewer’s Comments

The district has addressed each criterion in the grant with evidence of their progress. They have very concentrated and planned out tasks and goals. The co-teacher includes examples of the co-teaching cycle of co-planning, co-instruction, co-assessment, and co-reflection. The co-planning and co-reflection have been the greatest strengths as colleagues have dialogued about their practices based on research and student data then adjusted instruction or pedagogical practices. The approach the district is taking is providing for on-going capacity building of classroom teachers, the ones responsible for language instruction through content.

The other key piece that stands out as the findings are reviewed is the building of relationships, not only between instructors and students but between instructors. They have developed a level of trust where they are able to be vulnerable and really discuss best instructional practices.

Finally, the district had to adjust the plan based on school demographics. Originally the grant would focus on one particular school. The EL population shifted and the students were enrolled at another site. The plan stayed the same, the location shifted. Same population.

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 2020-2021 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 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, immigrants and long-term English learners (LTELs), and students with limited formal schooling: refugees and newcomers.

Currently, 30% of the district EL sites are co-teaching. District EL data reveals that students in the pullout models are increasing language acquisition at significantly lower rates than students in co-taught models. As measured by WIDA ACCESS composite scores, the average five-year growth for ELs in a pullout model was 1.85. Whereas, English Learners in co-taught models grew by 2.84.

Grant Proposal

BSD's commitment to EL's educational access is through the co-teaching model. This EL Enhancement 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.

First Year Goal

The District Co-teaching leadership team will develop a comprehensive district road map for BSD's co-teaching program by August 31, 2021.

Budget

The grant budget of \$10,000 covered expenses for the following:

- **Salaries:** \$6,000 Substitute pay for co-teachers
- **Purchased Services (non-travel):** \$7,500 Dr. Andrea Honigsfeld workshop
- **Supplies and Materials:** \$1,500 Honigsfeld Book

Progress to Date

LEA did not meet year one goal due to the Covid-19 Pandemic and challenges faced during this school year. This includes circumstances such as: building shut downs, inability to meet in person, travel restrictions, focus on meeting core instructional programming, staffing shortages, etc. As the SDE representatives, we fully understand this was a unique school year and are working with the LEA to adjust goals and expectations for the remaining two-year grant cycle. In discussions with the BSD, the district road map for co-teaching implementation in August 2021 is to include:

- The training in "Co-teaching 101" of new staff on a co-teaching model.

- The Co-Teaching Leadership Team (CTLT) district-level staff, elementary co-teaching team, and secondary school co-teaching team monthly PLC and book.
- BSD 2-day workshop with Dr. Andrea Honigsfeld for all co-teaching teams, teachers and administrators.
- BSD CTLT and Dr. Honigsfeld on-site or virtual observation of co-teaching in practice.
- BSD CTLT to have monthly co-teaching training with Dr. Holly Porter to further strengthen implementation.

The budget will have a carry-over of monies unspent.

Reviewer's Comments

The BSD has an impeccable record of being the forerunner in educational excellence in Idaho. In 2014, the district committed to co-teaching at South Junior High. They have a solid record of coordinating other monies in 2021 to implement co-teaching in seven elementary, two junior highs, and seven high schools. The district's position to postpone the EL Enhancement Grant in furthering co-teaching in other schools is a testament to strategic and relational awareness of the commitment to quality for EL instruction and the willingness of their staff at BSD. In consulting with BSD, they are committed to the necessary updates to their EL Enhancement grant to reflect activities for the continued implementation of co-teaching.

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.

ISAT and ACCESS data were also analyzed. Findings revealed that ELs were performing less than half as proficient as their peers with significant academic gaps. Additionally, the district conducted a needs assessment and hosted parents' 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 very successful. They trained staff to proctor state testing as well. Teachers and parents reported really liking this aspect this spring. Parents and students specifically expressed appreciation for the smaller testing environment. Parents found the night hours especially helpful. 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 parental involvement.

First Year Goals

These are the adjusted goals that we created after our initial meeting.

- Goal 1: 50% of ELs, in grades 3-12 will increase by 3 percentages in ISAT ELA 2021
- Goal 2: 45% of 6th grade ELs will increase to a level 3 on WIDA ACCESS Speaking 2021
- Goal 3: 15% of ELs in grades 3-8 will attend the EL/Migrant Outreach Center at least 5 times during the 2020-2021 school year.

Budget

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

- Salary and Benefits: 14,950: Outreach Center Coordinator salary and benefits. No carryover
- All other supplies were paid out of Title III or Title I-C money

Progress to Date

- **Goal 1:** 50% of ELs, in grades 3-12 will increase by 3 percentages in ISAT ELA 2021. Grades 4 and 6 did not show a 3% increase by 50% of the EL students. All of the other grades showed a 3% increase in their scores compared to 2019 data. (All data is on file in the Federal Programs office)

- **Goal 2:** Goal 2: 45% of 6th grade ELs will increase to a level 3 on WIDA ACCESS Speaking 2021. This goal was not accomplished. Only 2 ELs scored above a 3 on the speaking test. When visiting with their testing team the proctors reported that the students were embarrassed to speak up and a lot of them refused to speak loud enough into the microphone. Their testing team suggested that they test the students in privacy carols next year. Even with the headphones on the students refused to speak up or some refused to speak at all.
- **Goal 3:** 15% of ELs in grades 3-8 will attend the EL/Migrant Outreach Center at least 5 times during the 2020-2021 school year. According to sign in sheets and activity logs Blackfoot accomplished this goal. The only issue that really came up was having unsupervised EL students that were high school age in the gym playing basketball which led to beginning a Basketball mentor program.

Reviewer's Comments

Prior to the grant Blackfoot's outreach center only reached less than 1% of students in their school district. The grant allowed the center to expand the opportunities for 365 additional students. The center also adjusted its hours to match when parents were available to bring their children to receive academic assistance.

The outcome was overwhelmingly positive for the center. The district had a significantly high number of English Learners who came in for statewide testing. Additionally, the number of students coming in for academic assistance grew every week. The district sees this as a very viable and needed program and is investing in its success and future.

TWIN FALLS SCHOOL DISTRICT – CANYON RIDGE HIGH SCHOOL

District Description/Demographics

Canyon Ridge High School in Twin Falls serves 1,314 students with approximately 158 identified as English Learners. Of these 1,314 students, approximately 62% 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 federal government refugee program.

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 75 minutes each afternoon. Students receive content tutoring, study skills tutoring, and motivational/cultural support.

First Year Goals

- **Goal 1:** EL students will fail fewer classes; this, in turn, will result in a raised EL graduation rate. From semester one to semester two of the 2020-2021 school year, 25% fewer EL students will show on the Canyon Ridge High School Failure Report.
- **Goal 2:** 80% of EL students attending the after-school program at least once per week, will increase in ACCESS performance by at least .5 in any one language domain.

Budget

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

- \$7,105.95 - salary and benefits for an After-School Coordinator
- \$550.00 - supplies

Progress to Date

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

Goal 1: EL students will fail fewer classes; this, in turn, will result in a raised EL graduation rate. From semester one to semester two of the 2020-2021 school year, 25% fewer EL students will show on the Canyon Ridge High School Failure Report.

- During the first semester, EL students failed 326 classes compared to 223 classes during the second semester. This equates to 32% fewer failed classes by EL students during second semester.
- During the first semester of the 2020-2021 school year, 100% of EL students attending Canyon Ridge High School were failing at least one of their core content classes. Of the students who attended the after-school program consistently, 98% received a passing grade in every class, only one student had a failing grade in one course, two students

received a perfect 4.0 grade point average, and the highest frequency grade received was an A.

Goal 2: 80% of EL students attending the after-school program at least once per week, will increase in ACCESS performance by at least .5 in any one language domain.

- 87.5% of the EL students who attended the after-school program consistently grew by at least .5 levels in one or more language domains as measured by the 2020-2021 ACCESS with the average student growth at 1.26 levels.

Canyon Ridge has \$7,344.05 in carry over funding, mostly due to eliminating transportation costs. Student transportation costs were covered by a grant from the College of Southern Idaho Refugee Center in Twin Falls versus using EL Enhancement grant funding.

Reviewer's Comments

It has been an absolute pleasure working with Canyon Ridge High School as they work to develop programs to successfully support their EL students. The Canyon Ridge EL Instructional Coach and After-School Coordinator/Paraprofessional are very passionate about creating a solid plan of support to meet the needs of their EL students. Through their continued commitment and creativity, they have a daily schedule that includes in class support to ensure EL students can experience learning success with core content classes.

Along with this support, Canyon Ridge has put together in my opinion one of the best after-school programs. They should be commended for the work they have put into developing the Motivational Wednesday activities. These weekly sessions are open to all EL students and their families. With the focus on successful businesses in their community, EL families learn about different opportunities and professions such as Idaho Service Guides, Unique Twist, Restoration Farms, The Valley House, The Children's Museum, Graphic Design, in addition to offering a STEAM and a College and Career Counseling night. These activities not only give their students hands on experiences in different professional fields, but also give them hope that they have the ability and opportunity to do whatever they desire in the future.

GOODING SCHOOL DISTRICT

District Description/Demographics

The Gooding School District serves 1,355 kindergarten through twelfth grade students. Of these 1,355 students, 60.8% are Caucasian, 36.2% are Hispanic and 16% are identified as EL students. Since 2016, the Gooding School District has seen a 2% increase in their EL population, from 180 students to 211. Even with this increase in population, the district only had one certified EL teacher for K-12 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.

First Year Goals

- **Goal 1:** By the end of the 2021 school year, 20% of high school EL students will increase their overall ACCESS test scores by .5 levels.
- **Goal 2:** Throughout the school year, 60% of EL students invited will attend Friday school.
- **Goal 3:** At the end of the 2021 school year, the total number of failing grades earned by ELs at the high school will be no more than 50. (A decrease of at least 11)

Budget

The grant budget of \$ 14,959 covered expenses for the following:

- \$5,163 - salary and benefits for 2 certified teachers for summer school
- \$3,872 - salary and benefits for 1 certified teacher for Friday school
- \$774 - salary and benefits for 1 paraprofessional for Friday school
- \$4,000 – summer school bussing
- \$1,150 - classroom supplies including StudySync workbooks and high interest student books

Progress to Date

Goal 1: By the end of the 2021 school year, 20% of high school EL students will increase their overall ACCESS test scores by .5 levels.

- By the end of the 2021 school year, 12% of high school EL students increased their overall ACCESS test score by .5 levels or more.

Goal 2: Throughout the school year, 60% of EL students invited will attend Friday school.

- Throughout the school year, on average 63% of EL students attended Friday school.

Goal 3: At the end of the 2021 school year, the total number of failing grades earned by ELs at the high school will be no more than 50 (A decrease of at least 11).

- At the end of the 2021 school year, the total number of failing grades earned by ELs at the high school was 30, a decrease of 31 from the spring of 2020.

Due to receiving a 21st Century Grant, the Gooding School District will modify their summer school program for EL students. Elementary EL students will attend a full day summer school along with other elementary students in the district. In addition, instead of having 4 certified secondary EL summer school staff members working with secondary EL students ½ days, 4-days per week from July 5-29, they will have 2 certified secondary EL summer school staff members working with secondary EL students for full days, 4-days per week from July 5-29.

Reviewer's Comments

With a 4-day school week, the Gooding School District implemented a Friday school for their high school EL students. With Covid, they did see that high school students were having a difficult time attending because they were being forced to find work to help their families financially. In the future, the school district is looking at modifying the Friday school to an after-school program. Their hopeful this will give their EL high school students the opportunity to receive additional support during the school week while freeing them up on Fridays to work. In addition to Friday school, the Gooding School District will offer a full day, 4-day per week summer school program, July 5th through July 29th for their 6th through 12th grade EL students.

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 and 67.8% White, 5% Multi-racial, 0.8% Black African American, and 0.7% Asian. One of the current school goals is to have the student population reflecting 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®

First Year Goals

- **Goal 1:** Expert Cohort Formation Thinking Map® Training. The Expert Cohort consists of two instructional coaches and six lead teachers to attend the Thinking Maps® virtual leadership training to develop expertise and formalize the expert cohort in August 2020.
- **Goal 2:** Expert Cohort will implement and extend their knowledge on Thinking Maps®. The cohort will conduct a book study on Student *Successes* by David Hyerle in conjunction with *Thinking Maps®*, a primary training guide, Thinking Maps: *A Language for Learning* participants will complete a year-long three credit course August 2021.
- **Goal 3:** Expert Cohort will debrief and reflect on their implementation of the 8-week eight maps rollout (16-February to 28-May 2020) and collect artifacts to share at their professional development meetings. The team will calendar debrief dates of the 8 maps and artifacts.

Budget

The grant budget of \$9,837 covered expenses for the following:

- **Salaries:** \$1,560 College Credit (NNU) 8 teachers of the expert cohort. After completing the training, book study, 8 maps implementation, and reflection team meetings the college credit documents this journey.
- **Purchased Services (non-travel):** \$6,800 Thinking Maps® Building Leader Training for 8 teachers' expert cohort. Thinking Maps® is aligned with evidence-based brain learning per The What Works Clearing House, WWC. According to ESSA these practices support the federal education funding in furthering effective practices for reading, writing, intervention, English Language Learners, and general academic achievement.
- **Supplies and Materials:** \$1,000 Thinking Maps Curriculum Materials 8 teachers of the expert cohort, \$60 shipping and handling, \$417 Book "Student Success with Thinking Maps. Qty 12 = 8 teachers' expert cohort and 4 administrators.

Progress to Date

LEA met the first two goals set for year one. The LEA did not meet their third goal due to the Covid-19 Pandemic and challenges faced during this school year. This includes circumstances such as: building shut downs, inability to meet in person, travel restrictions, focus on meeting

core instructional programming, staffing shortages, etc. As the SDE representatives, we fully understand this was a unique school year and are working with the LEA to adjust goals and expectations for the remaining two-year grant cycle.

- Year One Goal 1: The expert cohort was selected and participated in a virtual training in August 2020. This was an introduction training for leadership team and administrators.
- Year One Goal 2: The expert cohort completed their book study of *Student Successes* by David Hyerle and applied knowledge from *Thinking Maps*[®], a primary training guide *Thinking Maps: A Language for Learning*. The teacher's NNU course credit finalized the academic school year 2020-2021. Virtual training made appropriate progress for this 2020-2021 school year.
- Year One Goal 3: The debrief and reflection of the cohort did not happen as planned in a formal monthly meeting and in-person reflection. The meetings occurred bi-monthly to allow time to apply the information around the COVID physical distancing and hybrid class options. IACS reflected that the timeline of one school year was not enough time to digest the material. It could be a direct consequence of the ongoing adjustments of COVID in-school sessions and hybrid. They will continue with their learning of this material in the upcoming school year. They also identified that this new insight would allow them to adjust their staff professional meetings calendar and schoolwide calendar roll-out goals.

The budget was allocated and spent as planned.

Reviewer's Comments

IACS's diligence to implement the EL Enhancement grant allows them today to celebrate the progress of implementing the expert (leadership) cohort and teachers' self-success stories. Thinking Maps[®] (TM) information is rich and aligns with the way the brain learns. There is additional training needed for a complete 8-week roll out for the expert cohort. IACS has set foundational work to recruit diversity in their student population and enhance their English language program with TM. Aspirations to increase demographics that reflect the Nampa community, IACS acknowledges that TM learners do need additional time to digest the new knowledge, additional application time, and time to transfer into the classroom - this notable reflection highlights they are set for long-term success for all learners.

JEROME SCHOOL DISTRICT

District and School Description/Demographics

The Jerome School District serves 4,137 kindergarten through twelfth grade students. Of these 4,137 students, approximately 53% are Hispanic, 45% are Caucasian, and 24% 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 2017-2020, the district added one English and Spanish partnership in second, third, and fourth 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. 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.

Jerome has modeled their DLI program after the DLI program used by the state of Utah. Therefore, the dual immersion professional development Jerome provides for their 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.

First Year Goals

- **Goal 1:** Annually, DLI student growth on district screeners (K-5 is ISIP/IRI) and (6-12 is Star Reading and Star Math) will meet or exceed that of their peers not in the DLI program.
- **Goal 2:** Annually, 80% of 3rd-5th grade DLI students will meet or exceed language targets in the given grade level domain, as measured by AAPPL (ACTFL Assessment of Performance toward Proficiency in Languages).

Budget

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

- \$1,193.81 - stipends and benefits for 4 teachers to attend training
- \$3,191.60 – curriculum and AAPPL testing licenses
- \$1,150 – CAL Spanish/Literacy Institute training for 4 teachers
- \$2,077.96 – DLI classroom supplies

- \$1,821.07 – 6th grade DLI textbooks

Progress to Date

The Jerome School District successfully implemented the DLI program in the fifth grade at Summit Elementary School this year. The school year brought many challenges due to Covid with students attending both virtually and in person. Yet, the district was able to make good progress towards their SMART goals.

Goal 1: Annually, DLI student growth on district screeners (K-5 is ISIP/IRI) and (6-12 is Star Reading and Star Math) will meet or exceed that of their peers not in the DLI program.

- Based on the 2020-2021 ISIP/IRI Tier 1 scores, DLI kindergarten students grew 21%, DLI 1st graders grew 12%, DLI 2nd graders grew 17%, DLI 3rd graders grew 8%, DLI 4th graders grew 2%, and DLI 5th graders grew 7% from the fall of 2020 to the spring of 2021.
- DLI kindergarten and 3rd grade students exceeded the growth of their peers not enrolled in the program on the 2020-2021 ISIP/IRI.

Goal 2: Annually, 80% of 3rd-5th grade DLI students will meet or exceed language targets in the given grade level domain, as measured by AAPPL (ACTFL Assessment of Performance toward Proficiency in Languages).

- In 3rd grade, 88.37% met or exceeded Spanish language listening and speaking targets as measured by the AAPPL.
- In 4th grade, 88.10% met or exceeded Spanish language reading targets, 85.71% met or exceeded Spanish language writing targets, and 76.74% met or exceeded Spanish language listening targets as measured by the AAPPL
- In 5th grade, 100% of DLI students met or exceeded Spanish language listening and speaking targets as measured by the AAPPL.

The Jerome School District has \$5,565.56 in carry over funding due to the cancelation of the annual Audii training because of the Covid pandemic.

Reviewer's Comments

It has been an absolute pleasure working with the Jerome School District as they continue to grow their DLI program. The Jerome School District has a deep commitment to the success of the program. Recruiting and hiring high quality DLI 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.

HERITAGE COMMUNITY CHARTER SCHOOL

District and School Description/Demographics

Heritage Community Charter School in Caldwell, Idaho, is a classical instruction combined with a Spanish-English dual immersion program. As of 2020, the student enrollment is 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) 67% families 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 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.

First Year Goals

For the school year 2020-2021

- **Goal 1:** 50% of 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 2019 to 2021.
- **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) reading and writing domains, as measured by the annual ACCESS 2.0 assessments from 2020 to 2021.

Budget

The grant budget of \$10,000 covered expenses for the following:

- **Salaries:** \$1,750 for EL Teacher (Extended Day Tutor) \$25 per hour for 70 hours, EL teachers time plan and implement packet with feedback follow-up and Google Class with Chromebook to communicate with students and parents during the extended day window.
- **Employee Benefits:** \$344.38 for EL Teacher (Extended Day Tutor)
- **Purchased Services (non-travel):** \$115.45 for Reading A-Z instructional material purchased to create academic packets
- **Purchased Services (non-travel):** \$790.17 Lee Pesky Professional Development, the professional development with Lee Pesky was completed April - May 2020.
- **Supplies and Materials:** \$5,600.00 Chromebooks (20)
- **Supplies and Materials:** \$400.00 Chromebook cart (1)
- **Supplies and Materials:** \$500.00 Novels
- **Supplies and Materials:** \$500.00 Breakfast snacks

Progress to Date

HCCS fully met Goal 1 and partially met Goal 2 in year one. The LEA did not fully meet Goal 2 due to the Covid-19 Pandemic and challenges faced during this school year. This includes circumstances such as: building shut downs, inability to meet in person, travel restrictions, focus on meeting core instructional programming, staffing shortages, etc. As the SDE representatives, we fully understand this was a unique school year and are working with the LEA to adjust goals and expectations for the remaining two-year grant cycle.

- Goal 1: For the school year 2020-2021, 50% of students who participated in the EL Enhancement Grant program increased their ELA ISAT Scale Score by 50 points. 50% of students who participated in the EL Enhancement did increase their ELA ISAT Scale Score by 50 points. Was this goal met? Yes.
- Goal 2: For the school year 2020-2021, 50% of EL students participating in the extended day program will improve their proficiency level by at least a half level (0.5) reading and writing domains, as measured by the annual ACCESS 2.0 assessments from 2020 to 2021.
 - 64% of students who participated in the EL Enhancement program increased their reading domain English Language Proficiency Access score by at least a half level. Was this goal met? Yes.
 - 36% of students who participated in the EL Enhancement program increased their Writing domain proficiency by at least a half level. Was this goal met? No.

The HCCS Board determined there would be no extended school day opportunities. The HCCS EL Enhancement team surveyed parents to determine the next steps. Parents expressed their interest in enhancing their child's English language skills with a take-home packet or a Google classroom. The parent letters were by invitation: 49 students were invited, of which 18 participated. HCCS purchased a subscription to the Reading A-Z, novels, and Chromebooks. The EL teacher worked on making Enhanced English Learner packets. The recipients that accepted the invitation received A-Z packets with a novel or Chromebooks as parents expressed interest. Budgeted salaries were allocated and spent \$785.71 as HCCS pivoted their EL Enhancement plan there will be a carry over.

Reviewer's Comments

Heritage Community Charter School defeated the EL Enhancement Grant's odds this school year 2020-2021. The school board directive to cancel any extended day activities and the families of low-income households called for HCCS to increase coordination of needs and accommodations during COVID. Their intuitive ideas to customize to parent's needs and school needs created enhanced English plan packets and a Google classroom utilizing the Chromebooks. The HCCS EL Enhancement flexible plan was effective as 2 of the 3 goals were achieved, student academic success is set in motion. I look forward to seeing HCCS middle-school-age English Language Learners flourish. It is evident that these EL Enhancement monies were necessary and reasonably used according to EL Enhancement original grant request. Thus, HCCS achieved progress on their goals to enhance the core English Language program.

THE VILLAGE CHARTER SCHOOL

District Description/Demographics

The Village Charter School serves kindergarten to eighth grade with a student enrollment of 289 in 2002. 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 their 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.

First Year Goal

Spring 2021 ACCESS reading scores will improve by 10% in the reading domain by at least 75% of students compared to spring 2020 scores. This goal will be attainable due to the purchase of curriculum Wilson Language System and Training for EL students, EL teacher, and EL paraprofessional August 2020.

Budget

The grant budget of \$12,884.00 (for year one) covered expenses for the following:

- **Purchased Services (non-travel):** \$2,500 Wilson Language Training® - Intense Wilson Reading System® and professional development training. This intense reading curriculum focuses on small group teaching with learning based on learning disabilities, such as dyslexia.
- **Purchased Services (non-travel):** \$384 TESOL membership, quarterly subscription and conference. Teachers of English Speakers of Other Languages, TESOL is a platform with a mission to increase English language teaching quality through professional development, research, standards, and advocacy.
- **Supplies and Materials:** \$500 iPad charging station
- **Supplies and Materials:** \$500 Adventure packs for home library on check-out system to reinforce mathematical, scientific, social studies, and literacy concepts taught at school.
- **Supplies and Materials:** \$4,000 qty of 10 iPads with cases and headphones. iPads support students in their acquisition and fluency of the English language. The iPads built-in features increase access to an extensive variety of learning tools. EL students can be in charge of their learning, not feel singled out, and increase engagement in learning tasks.
- **Supplies and Materials:** \$3,000 Enhanced classroom and professional library
- **Supplies and Materials:** \$2,000 Classroom furniture Flexible seating allows for standing up learning, sitting on the floor, or sitting at the desk in a variety of choices. Flexible seating promotes autonomy during student learning time.

Progress to Date

LEA did not meet stated goal due to the Covid-19 Pandemic and challenges faced during this school year. This includes circumstances such as: building shut downs, inability to meet in person, travel restrictions, focus on meeting core instructional programming, staffing shortages, etc. As the SDE representatives, we fully understand this was a unique school year and are working with the LEA to adjust goals and expectations for the remaining two-year grant cycle. The budget was allocated and spent as planned.

Reviewer's Comments

The closure of schools during 2020 and extension affected the goal. Spring 2020 Access tested 21 students compared to 14 the following spring in 2021. The EL teacher connected virtually with students and families and sent home Adventure packs and iPads to enhance English language learning tasks. Then the curriculum was implemented when students attended face-to-face instruction. Colleagues accessed TESOL professional resources. Finally, VCS complemented the family libraries with the check-out of library packets.

VCS's mission is to develop strong leaders, and that is what they continue to demonstrate despite the obstacles during the COVID shut-down. Students did not have complete in-person instruction this 2020-2021 school year, but VCS made phone calls and virtual meetings to enhance English language learning. The iPads were utilized to enhance English language student learning in the homes. VCS provided adventure packs to students and their families to check out. EL teacher attended the TESOL conference, and resources were acquired and disseminated to other VCS colleagues. The English Learner Enhancement grant was a critical piece in supporting English Learners at VCS. The Access scores demonstrate a positive trajectory of English Language Proficiency, but not enough students tested to meet the goal. In my perspective, as I consulted with VCS, there is evidence that VCS English learners benefited from the EL Enhancement grant.

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 2020-2021 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 8th 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.

In the 2020-21 school year, Jefferson will have 59 DLI teachers. Of these, 11 will be 1st year teachers with 6 experienced teachers who are new to the DLI program. Because the district rolls out a new grade-level of immersion each year, they are in constant need of training, mentoring, and coaching for their 1st year and new to our program teachers.

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 5th grade in the 2020-2021 school year. With a district made up of one K-3 school and one fourth and fifth grade elementary, the DLI program is in place in 2 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 250 students enrolled in the DLI program which is 6% 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 4th 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 Rendezvous started DLI with 2 of their 12 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 they strive to have 50% of native English speakers and 50% 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.

First 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 AP 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:

- Coaching Salary & Benefits- .47 FTE Admin- \$74,000
- Travel Expenses- \$7,000
- EL and Coaching Supplies- \$4,000

Due to travel restrictions, the original budget of \$10,000 for travel was not needed. The difference was reallocated to supplies, providing each district with \$1,333 to support with resources for the coach while in district and classroom materials to support EL students in the Dual Language program.

Progress to Date

COVID-19 delayed the grant significantly. The districts had on-going conversations with the regional DLI coach to plan for the 2021-2022 school year. Together with the SDE grant reviewer districts met to revisit and realign their goals.

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

The districts met twice with the grant reviewer to sketch out a plan for adjusting the grant. There also have been five email correspondences back and forth. The District Leadership Team will meet with the DLI coach in August 2021 to prepare for the school

year. The regional DLI coach assisted Teton School District 401 with monthly DL teacher meetings and leadership team meetings. The DLI coach also supported each DL teacher with individual coaching sessions 3 times this school year.

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

The regional DLI coach assisted Jefferson Joint School District 251 with in-person and virtual professional development throughout the 2020-2021 school year. The coach is also assisting the district with the creation and review of Advanced Placement common assessments for 6th-9th grade students in Spanish and Mandarin. In addition, Teton was able to clarify its annual assessment system in regards to dual language including Spanish language development objectives and checklists. The first consortium team event is planned for August 2021 to develop a timeline and set tasks to begin work on a secondary assessment system.

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

The districts will develop a timeline for disaggregation during the fall semester 2021 once scores are uploaded into the English Learner Management System. They will continue to work with the SDE mentor to ensure each district has a specific goal for year two.

Reviewer's Comments

The three districts in the regional coach consortium are growing the DLI program year by year. With the program growing each year requires new hires. The new hires, along with veteran DL teachers need on-going professional development. Additionally, as the districts are moving into high school, the leadership is realizing the summative assessments they have been using have not adequately met their needs. The grant is allowing the districts to explore more appropriate measures of student linguistic success and potential for receiving a Seal of Biliteracy.

Like many districts, they continue with the same goals, they just slowed down the launch due and stretched out their activities due to COVID. They continue dedicated to the intent of the grant.

LEA did not fully meet the stated goal due to the Covid-19 Pandemic and challenges faced during this school year. This includes circumstances such as: building shut downs, inability to meet in person, travel restrictions, focus on meeting core instructional programming, staffing shortages, etc. As the SDE representatives, we fully understand this was a unique school year and are working with the LEA to adjust goals and expectations for the remaining two-year grant cycle.

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