

2023-2024 ANNUAL SUMMARY

# English Learner Enhancement Grant



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FEDERAL PROGRAMS DEPARTMENT | ENGLISH LEARNER PROGRAM

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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 (2023-2024, 2024-2025, and 2025-2026), pending ongoing legislative funding.

Senate Bill 1207 of the 2023 Legislative Session 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. During the 2023-2026 grant cycle, there are no Option III grants.

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 2023-2024 academic year.

# Option I – 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.

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

This report documents the first year of funding and implementation of the Idaho 3 – year cycle English Learner Enhancement Grants. Included are descriptions of the awardees’ projects and progress during the 2023-2024 academic year.

For the 2023-2026 grant cycle, the SDE awarded \$85,000 per year to support co-teaching models in four districts: American Falls Joint District #381, Boise Independent District #001, Jefferson Joint School District #251, and Joint School District #002.

## AMERICAN FALLS JOINT DISTRICT #381

American Falls has a K-12 enrollment of 1,523 students with over 65% of students considered at an economic disadvantage. Of these 1,523 students, approximately 51.3% are Hispanic and 46% Caucasian. The district identifies 20% as English Learners (EL). Recently, American Falls has seen an increase in their long-term EL population at the middle school level. To date, approximately 12% of the district EL population is enrolled at William Thomas Middle School (WTMS).

Through the analysis of their student ISAT data, American Falls found a significant achievement gap at WTMS between their EL students and the rest of the student body. The district saw that this gap was increasing and took steps to provide increased academic and linguistic supports through the implementation of a co-teaching model.

### Grant Proposal

American Falls School District's proposal is to use grant funding to hire a full-time certified EL co-teacher to collaborate with a team of general education teachers at William Thomas Middle School to bring targeted and specific linguistic instruction to classrooms with significant EL population. The co-teacher will help coordinate the program by providing professional development, training, and ongoing supports to general education teachers. Additionally, the district will use grant funds for travel expenses to support the co-teacher observing other successful co-teaching models.

### First Year Goals

- **Goal 1:** By the end of the 2023-2024 school year, the district will increase the percentage of English Learners who meet or exceed the WIDA Annual Growth Percentage (AGP) from 13% to 16%.
- **Goal 2:** By the end of the 2023-2024 school year, the district will increase the percentage of EL students proficient on the English Language Arts (ELA) ISAT:
  - Achieve 3% proficiency among sixth grade ELs
  - Achieve 5% proficiency among seventh grade ELs
  - Achieve 5% proficiency among eighth grade ELs
- **Goal 3:** By the end of the 2023-2024 school year, the district will increase the percentage of EL students proficient on the Math ISAT:
  - Achieve 3% proficiency among sixth grade ELs
  - Achieve 4% proficiency among seventh grade ELs
  - Achieve 3% proficiency among eighth grade ELs

### Budget

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

- \$63,500 - EL Co-Teacher
- \$15,395 - EL Co-Teacher Employee Benefits
- \$3200 - Training and Professional Development

- \$2200 - Travel Expenses
- \$705 - Materials/Supplies

### **Progress to Date**

American Falls continues building the foundation for their co-teaching model with the general education teachers. The EL co-teacher traveled to school districts to observe other co-teaching models in the state of Idaho and participated in training opportunities to build capacity for EL teachers. This school year the district focused on relationship building and implementing a co-teaching plan in social studies and science classrooms. Although they worked hard, American Falls did not entirely meet their goals; however, they did outline “next steps” for the upcoming school year.

- **Goal 1: *Did Not Meet***- Although the district saw individual student success with some ELs meeting and/or exceeding growth expectations, they did not meet their overall 3% goal for all students to meet or exceeds.
- **Goal 2: *Partially Met***- On the ELA ISAT exam, 0% of 6<sup>th</sup> grade ELs demonstrated proficiency (goal was 3%), 6.3% of 7<sup>th</sup> grade ELs demonstrated proficiency (goal was 5%), and 0% of 8<sup>th</sup> grade ELs demonstrated proficiency. Out of all three grades, 7<sup>th</sup> grade was the only grade that met this year’s goal.
- **Goal 3: *Did Not Meet***- On the Math ISAT exam, 0% of 6<sup>th</sup> grade ELs demonstrated proficiency, 0% of 7<sup>th</sup> grade ELs demonstrated proficiency, and 0% of 8<sup>th</sup> grade ELs demonstrated proficiency.

### **Reviewer’s Comments**

American Falls continues to build their co-teaching model among their general education teachers at WTMS. This school year the district spent a good portion of their time building relationships and helping to encourage teacher buy-in to a co-teaching model. The co-teacher worked diligently to provide language supports in the classrooms with most support provided in the Social Studies classrooms. As the district moves forward, they plan on scheduling co-planning time and working with the EL co-teacher to support the Social Studies team at WTMS.

## BOISE INDEPENDENT DISTRICT #001

The Boise School District serves 3,129 kindergarten through twelfth-grade students. The student body is 53% Caucasian and 43% Hispanic. Of these students, approximately 19% are identified as English Language Learners. There are 13 other languages within the newcomer population. Approximately 23.25% of BSD's EL population are newcomers, or approximately 455 students.

The Boise Independent School District (BSD) is committed to an educational model of inclusion and excellence for English Learners (ELs). BSD comprises of five high schools, eight junior high schools, and thirty-two elementary schools. ELs in BSD are at various levels, but the focus is on U.S.-born ELs, recently arrived immigrants, and long-term English learners (LTELs).

BSD began the co-teaching model in 2014 at South Junior High. Since then, the district's strategic plan has included this model with the expansion to eleven EL elementary and seven secondary schools. Currently, 30% of the district EL sites have a co-teaching model. District EL data reveals that students in the pullout models are increasing language acquisition at significantly lower rates than in co-taught models. The district has focused on providing flexibility to schools embarking on the co-teaching model. Schools have co-constructed formative student data that supports content areas for co-teaching and analyzed the process with the Inclusive Excellence in Co-Teaching Framework/Rubric.

### Grant Proposal

This EL Enhancement grant supports the language development and long-term implementation of co-teaching in your junior and high school content classrooms. This grant directly enhances ELs through the learner-focused system, where building student and teacher efficacy and agency is the core of this work.

### First Year Goals

The Boise School District's are for the designated English Language Learner

- **Goal #1:** 17% increase in secondary EL enrollment in co-taught content courses for the Co-teaching Framework and Rubric from fall to spring.
- **Goal #2:** 0.5 points increase for EL students on their overall composite score as measured by ACCESS.
- **Goal #3:** 2.5% increase on the ELA and MATH ISAT for ELs attaining an "at or above" proficiency level.

### Budget

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

- 85,000 Co-teaching Coordinator

### **Progress to Date**

Boise School District EL Enhancement goals progress are as follows:

- **Goal #1:** *Met goal*—17% increase in secondary EL enrollment in co-taught content courses for the Co-teaching Framework and Rubric from fall to spring. There was a 50% growth.
- **Goal #2:** *Met goal*—7% increase of the 0.5 points growth for EL students on their overall composite score as measured by ACCESS.
- **Goal #3:** *Did Not Met*—2.5% increase on the ELA and MATH ISAT for ELs attaining an “at or above” proficiency level, as data is not available as reported SDE report card for Spring 2024.

### **Reviewer’s Comments**

Boise School District continues to build momentum by actively transforming the teacher-to-student ratio with a learner-focused system. This structural financial shift promotes a two-teacher classroom, removes high-yield strategies with teaching techniques, maximizes differentiation, minimizing student learning loss, but is inclusive and promotes students' success. Boise has meticulously analyzed data to adjust progress monitoring tools to reflect an accurate assessment of progress success and challenges.



## JEFFERSON COUNTY JOINT DISTRICT #251

Jefferson County Joint School District serves 6,621 K-12 students with over 30% considered economically disadvantaged. Currently, the district identifies 4% of their student population as English learners (EL). The demographics include 85.3% Caucasian, 11.5% Hispanic, 2.3% multiracial, and <1% Asian, Black/African American, Native American, and Pacific Islander. During the 2022-2023 school year, Jefferson identified 45 of their EL students enrolled at the middle school level.

### Grant Proposal

Jefferson's proposal is to use grant funding to support a full-time EL Co-Teaching Coach who will build teacher capacity in English language instructional practices at the 6<sup>th</sup>-8<sup>th</sup> grade levels. The coach will support ELA teachers at both Farnsworth Middle School (FMS) and Rigby Middle School (RMS) by working with each grade level team for one trimester and rotating through all ELA teams over the next two years. The proposal also includes the use of grant funding for general teacher/professional development materials to support teachers who will be working ELs.

### First Year Goals

- **Goal 1:** By the end of the 2023-2024 school year, 100% of ELA teachers who participated in a co-teaching team their respective trimester will have:
  - Received training in the WIDA English Language Development (ELD) standards
  - Completed the CAN-DO Descriptors sheet for each of their classes and used it while planning for instruction
  - Participated in at least two types of Co-Teaching Methods (e.g. supportive, parallel, complementary, or team teaching) with the coach and reflected on each
  - Attended the targeted PD focus sessions (Go-To Strategies and WIDA)
- **Goal 2:** By the end of the 2023-2024 school year, approximately 50% of all ELA teachers at RMS and FMS will have been trained in a co-teaching model and have incorporated strategies from their training into their instructional practice.
- **Goal 3:** By the end of the 2023-2024 school year, 95% of EL students in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade where their grade-level teachers participated in the co-teaching model at either RMS or FMS will have received targeted, specific linguistic intervention in the form of an ELA co-taught lessons weekly.
- **Goal 4:** By the end of the 2023-2024 school year, approximately 50% of EL students in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades where their grade level teachers participated in the co-teaching model at either RMS or FMS will improve at least one half Scaled Score Proficiency Level (approximately 14 points) on the Access 2.0 yearly assessment.

### Budget

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

- \$51,000.00 - EL Co-Teacher position
- \$26,640.00 - Employee Benefits for Co-Teacher Position

- \$6,000.00 - Teacher Stipends
- \$1,369.00 - General Supplies/PD Budget

### **Progress to Date**

Jefferson was successful in building teacher capacity among their middle school ELA teams using their EL Co-Teaching Coach and co-teaching model. Out of 15 ELA teachers, the coach was successfully able to bring EL language instructional strategies to half.

- **Goal 1: *Met Goal***- 100% of ELA teachers who participated in a co-teaching team the 2023-2024 school year successfully completed all tasks outlined in the goal.
- **Goal 2: *Met Goal***- The district successfully trained and supported 50% of their ELA teachers (at the middle school level) in their co-teaching model for their English learners.
- **Goal 3: *Met Goal***- 100% of EL students in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade where their grade-level teachers participated in the co-teaching model at either RMS or FMS received targeted, specific linguistic intervention in the form of an ELA co-taught lesson weekly during their respective trimester.
- **Goal 4: *Met Goal***- Jefferson successfully helped 57% of their EL students whose teacher participated in the co-teaching model improve at least one half scaled score proficiency level (approximately 14 points) on the WIDA Access 2.0 yearly assessment. This is 7% higher than their goal.

### **Reviewer's Comments**

Jefferson's continued work toward building teacher capacity through an EL co-teaching coach has proven to be quite effective. By switching their focus this grant cycle to different ELA teams each trimester, they have brought targeted and specific linguistic strategies to their large population of English learners at the middle school level. Their collective hard work enhanced by the grant has led to a successful improvement on the English language proficiency assessment (WIDA ACCESS).

## JOINT SCHOOL DISTRICT #002

The West Ada School District serves 38,547 kindergarten through twelfth grade students. Of these students, 1,963 are identified as multilingual students (ML). Before the 2023-2024 school year, most ML students were attending ML program schools or were bussed to ML magnet schools from non-program schools. Beginning this year, all secondary magnet schools were dissolved, and secondary ML students attended their neighborhood school. Beginning in the 2024-2025 school year, all elementary magnet schools will be dissolved, and all elementary ML students will also attend their neighborhood school. These changes allow the district to begin their three-year implementation plan for ML co-teaching.

### Grant Proposal

The West Ada School District grant proposal includes funding to add an experienced, highly qualified district Co-Teaching Coordinator. The district Co-Teaching Coordinator's responsibilities include building the capacity of both ML and content area teachers with job-embedded co-teaching professional development to support their ML students. The district is fully committed to implementing co-teaching throughout the entire school district. This will provide the necessary bridge to grade-level content to ensure ML students meet proficiency in all core content areas and in their English language skills.

The Co-Teaching Coordinator will offer a variety of professional development opportunities throughout the school year, including:

- Full day summer training in August before the start of the school year for all new co-teaching partnerships focused on collaboration, integration of content and language development, and co-planning.
- Mini two hour follow up training after school during the school year.
- Monthly training with ML specialists focused on effective instructional strategies.
- Full day spring training focused on co-teaching, co-planning, and transitions.

In addition to professional development, the Co-Teaching Coordinator will implement the following activities:

- Meet individually with all ML specialists twice per year. At the beginning of the year, they will create areas of focus and annual goals and at the end of each year they will reflect on their goals and growth.
- Conduct co-teaching and co-planning observations of each co-teaching partnership at least twice per year to have on-going coaching feedback and conversations for growth.
- Meet with the district curriculum leadership team three times during the year to collaborate on ML assessments, scaffolding, strategies, cultural awareness, and co-teaching.
- Meetings with principals whose buildings will begin co-teaching during the 2024-2025 school year to discuss restructuring plans, selection of co-teaching partnerships, clustering of ML students, and co-teaching schedules.

### First Year Goals

- **Goal 1:** 80% of 3-12th grade ML students in co-teaching classrooms will improve in ELA as measured by the fall to spring i-Ready diagnostic progress towards typical growth for the 2023-2024 school year, as reported by June 1.
- **Goal 2:** 50% of 1st-12th grade ML students in co-teaching classrooms will improve by at least 0.5 overall on the yearly ACCESS test, as reported by June 1.

### Budget

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

- \$84,748.22 - salary and benefits for Co-Teaching Coordinator
- \$251.78 - supplies and materials

### Progress to Date

During the 2023-2024 school year, the West Ada School District successfully implemented the first phase of their ML co-teaching plan. Twelve buildings in the West Ada School District offered co-teaching as their ML support program, helping the district successfully meet both of their goals.

- **Goal 1:** *met*—80% of 3-12th grade ML students in co-teaching classrooms will improve in ELA as measured by the fall to spring i-Ready diagnostic progress towards typical growth for the 2023-2024 school year, as reported by June 1.
  - 81% of 3-12th grade ML students in co-teaching classrooms improved in ELA as measured by the fall to spring i-Ready diagnostic progress towards typical growth for the 2023-2024 school year.
- **Goal 2:** *met*—50% of 1st-12th grade ML students in co-teaching classrooms will improve by at least 0.5 overall on the yearly ACCESS test as reported by June 1.
  - 58% of 1st-12th grade ML students in co-teaching classrooms improved by at least 0.5 overall on the yearly ACCESS test.

### Reviewer's Comment

I commend the West Ada School District for their hard work in establishing a Co-Teaching Coordinator position. In this first year of implementation, they successfully dissolved all secondary ML magnet schools, enabling secondary ML students to attend their home schools. Throughout this transition, the Co-Teaching Coordinator has worked diligently to support the implementation of co-teaching in secondary buildings. Her efforts have included on-going training and professional development, co-teaching and co-planning observation and reflection cycles, and support for new co-teaching partnerships to build trusting relationships. The district plans to continue this work next year by dissolving all elementary ML magnet schools, allowing elementary ML students to attend their home schools. This move will add co-teaching into 19 additional buildings. Their ongoing implementation of the co-teaching model across the district will ultimately enhance the academic, linguistic, and social skills of all ML students.

# Option II – Enhancement Grants

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

Grant amounts under Option II range from \$5,000-\$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 family/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 2023-2024 academic year.

## BLACKFOOT DISTRICT #055

Blackfoot School District has a K-12 enrollment of 3,753 with over 62% considered economically disadvantaged. Approximately 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% of the student population is identified as migrant. The district conducted a needs assessment and hosted parent meetings to gather information and feedback. Parents identified a need for tutoring support and credit accrual assistance.

### Grant Proposal

Blackfoot School District is focused on providing early intervention for EL children district-wide. 50 of the most at-risk students will participate in Jumpstart, a summer session for the upcoming K-5 EL population. Jumpstart is focused on a language-rich, academic, and enrichment school readiness experience. The elementary services will provide credit accrual tutoring and parent resources at the EL/Migrant Outreach Center for the month of June and July. The center is open four days a week (M/W 10:00 to 2:00 and T/Th 5:00 - 7:00). Alternating days provide opportunities for working students during the summer season.

### First Year Goals

- **Goal #1:** 80% of ELs, in Kinder participants of Jumpstart will increase 6 sounds for LSF pre/post test on iStation from spring 2023 to summer 2024.
- **Goal #2:** 80% of ELs, in grades 1-5 will increase at least 10 wpm for RCBM (ORF) pre/post test iStation from spring 2023 to summer 2024.
- **Goal #3:** 60% of ELs, will accrue credit in two core classes by the end of Aug 2024 through Edgenuity.

### Budget

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

- \$3,000 - Jumpstart Summer Director
- \$2,000 - Jumpstart Summer Certified teachers (2)
- \$2,400 - Jumpstart Summer Paraprofessionals (2)
- \$1,200 - Credit Accrual Paraprofessional (1)
- \$400 - Field Trip
- \$2,500 - Bussing
- \$3,500 - Materials and supplies

### Progress to Date

The English Language Enhancement goals progress are as follows:

- **Goal #1:** *Not met*—due to no baseline data availability. Kinder did not attend Jumpstart for 2023.

- **Goal #2:** *Almost met*—75% of the set 80% goal of ELs in grades 1-5 increased at least 10 wpm for RCBM (ORF) pre/post test iStation during spring 2024. This is a 93% success rate.
- **Goal #3:** *Met*—100% of the set 60% goal of EL's accrued credit in two core classes by the end of August 2024 through Edgenuity.

### **Reviewer's Comments**

Blackfoot School District is intentionally weaving research into everyday educational practice. EL students received support in iStation, reaching a 94% success rate. The ELs needing to accrue credit met their goal with 100%. Each parent event attendance outgrew one location to the next. The Irving Student Support Center had 50 participants, and the Mountain View Middle School had over 150 participants. Parents are actively leading groups with support lessons with dance, costumes, and student snacks. The large parent numbers reflect the support and appreciation for their children's educational journey, as well as their commitment to embracing their cultural priorities of language and traditions. Blackfoot School District and Parents' collaborative efforts are not only fostering cultural pride but also enhancing students' English language skills, giving parents confidence in the positive trajectory of their children's skill sets to become productive citizens.

## GOODING JOINT DISTRICT #231

Located in an agricultural community, the Gooding School District serves a variety of demographics and strives to meet the needs of all students. The Gooding School District serves 1,177 kindergarten through 12th grade students. Of these 1,177 students, approximately 59% are Caucasian, 38% are Hispanic and 16% are identified as Multilingual Learners (ML).

### Grant Proposal

The Gooding School District grant proposal includes funding to support the implementation of a Friday school and a summer school program for their kindergarten through twelfth grade ML students. The Friday school is offered from 8:00 am-12:00 pm, one to three times per month, with a total of 17 days during the school year. The focus during Friday school is to provide students with content rich, engaging, research-based, extended learning opportunities to help close the achievement gap between the ML population and the general student population. The summer school program is Monday through Thursday, from June 3 through June 27th from 8:30 am-2:00 pm. The summer school program provides additional academic and language development opportunities to help ML students maintain and increase the learning growth made during the school year. Additionally, the program provides ML students with enrichment activities including field trips, outdoor learning experiences, swim lessons, physical education, music, and social emotional lessons.

### First Year Goals

**Goal 1:** By the end of the 2024 school year, 30% of ML students will score Tier II or higher in grades K-8 on their iStation reading assessment.

**Goal 2:** At the end of the 2024 school year, 30% of ML students in grades K-8 will increase their overall ACCESS proficiency levels by 0.5 or more.

### Budget

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

- \$5,358 - salary and benefits for two certified teachers for Friday school
- \$4,186 - salary and benefits for one certified teacher for summer school
- \$1,723 - salary and benefits for one classified teacher for summer school
- \$525 - Reading A-Z membership
- \$2,900 - Imagine Learning student licenses
- \$308 - Friday school classroom supplies

### Progress to Date

During the 2023-2024 school year, the Gooding School District successfully implemented both a Friday school program and a four-week summer school program for kindergarten through twelfth grade ML students. Students engaged in extended learning opportunities, focused language development, engaging enrichment activities, and options to receive extra support in



meeting grade level academic standards and credit recovery. The school district also provided free busing, breakfast, and lunch each day.

The Gooding School District successfully met both of their goals and look forward to further building on the growth their students achieved this year.

- **Goal 1: *Met***—By the end of the 2024 school year, 30% of ML students will score Tier II or higher in grades K-8 on their iStation reading assessment.
  - By the end of the 2024 school year, the Gooding School District had 64% of their K-8 ML students score Tier II or higher on the iStation reading assessment.
- **Goal 2: *Met***—At the end of the 2024 school year, 30% of ML students in grades K-8 will increase their overall ACCESS proficiency levels by 0.5 or more.
  - At the end of the 2024 school year, 48% of ML students in grades K-8 increased their overall ACCESS proficiency levels by 0.5 or more.

### **Reviewer's Comment**

It has been an absolute pleasure working with the Gooding School District as they continually develop programs that provide their ML students with additional language, academic, and enrichment support. The district is deeply committed to meeting the needs of all their ML students. Through their dedication, they have established a highly effective Friday school and an impressive summer school program, both of which, based on their data, have shown significant benefits for their K-12 ML student population.

## JEROME JOINT DISTRICT #261

The Jerome School District (JSD) has a continuous trend of community support to grow their Dual Language Immersion (DLI) program, which was created by a community of bi-literate students who love to celebrate their cultural diversity and seek to obtain more global human capital. JSD serves 3,967 kindergarten through twelfth-grade students. Of these 3,967 students, approximately 52% are Hispanic, 43% are Caucasian, and 24% are identified as EL students. With their student demographics, the district feels the continued support to build their (DLI) program.

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 2017-2026, the district added an additional English and Spanish partnership in second through fifth grade. The district goal is to continue adding one grade level per school year until they reach the twelfth grade.

### Grant Proposal

This funding of the EL Enhancement grant supports curriculum, as new cohorts are added, professional development for DLI teachers, APPL testing, some licensing, and some funding for classroom supplies.

### First Year Goals

- **Goal 1:** Annually, dual language immersion student growth on district screeners (K-5) (ISIP/IRI) grades 6-12 (ELA ISAT) will meet or exceed that of their peers not in the dual immersion program.
- **Goal 2:** Annually, 85% of dual language immersion students will meet or exceed language targets (as created by AAPPL) in the given grade level domain as measured by AAPPL.

### Budget

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

- \$4,000.00 – teacher stipends for training during summer months and off-contract hours
- \$2,300.00 – licenses to Learning A to Z for Spanish classrooms (K-5)
- \$ 500.00 – subscription to BrainPop Española (3 teachers)
- \$1,700.00 – professional development travel
- \$4,500.00 – 2nd grade Spanish curriculum
- \$ 500.00 – dual language classroom supplies
- \$1,500.00 – licenses AAPPL Testing

### **Progress to Date**

- **Goal #1:** *Not met*— dual language immersion student growth on district screeners (K-5) (ISIP/IRI) and grades 6-12 (ELA ISAT) will meet or exceed that of their peers not in the dual immersion program.
  - K-2 shows positive trajectory; 3-5 met their goal and surpassed the expected target, and 6-12 ELA ISAT, data available for 6th grade did not meet the goal, but 7th grade met it.
- **Goal #2:** *Not met* – 85% of dual language immersion students will meet or exceed language targets in the given grade level domain.
  - Language targets show growth, but still fall short of the language target growth set

### **Reviewer's Comments**

Jerome School District is not just providing enrichment and closing the gap for English Language Learners compared to their native English speakers, but also expanding the program and adding a new cohort for the next three years, K-2. The impact of this program is not just significant, but holds immense potential. The local and international influence that a small town, Jerome, will have on our economy is not just promising, but a clear indication of the program's success. This DLI program model is not just a reflection of world-language professions, but a mirror for schools, districts, states like Utah, and the world. This district-wide commitment is not just a support system, but a lifeline for grassroots families who started the program in 2016 and are now entrepreneurs. The grant provided is not just a financial aid, but a crucial resource for professional development, curriculum, licenses, supplies, and materials that are difficult to keep funded with the program's growth. Jerome has not just developed partnerships, but unique and fruitful partnerships with Utah school districts.

## PARMA DISTRICT #137

The Parma School District serves 1,009 kindergarten through 12th grade students. Of these 1,009 students, approximately 69% are Caucasian, 29% are Hispanic, and 10% are identified as Multilingual Learners (ML) with 24 of those students being Long-Term English Language Learners (LTELs). The Parma School District continues to see growth in their ML population. Since January 2024, they have enrolled 31 new ML students with five of those students being newcomers.

### Grant Proposal

After a thorough analysis of their ML data, the Parma School District grew concerned about the high number of LTEL students at the middle and high school levels. Consequently, the district proposed using grant funding to enhance language development support for their LTELs. The funds will be used to purchase the state-approved English 3D curriculum and provide English 3D teacher training. Additionally, the Parma School District established a 45-minute intensive English language course focused on speaking and writing specifically for their LTEL students. This course will be offered in addition to the traditional English language arts course that all ML students attend each day. Each 45-minute intensive course will be limited to 12 students and taught by an ML-certified teacher.

Furthermore, the district aims to prioritize staff training, allocating funds to send four teachers to the Idaho Association for Bilingual Education (IABE) conference and purchase an annual subscription to Babbel for five teachers. This training will be instrumental in establishing a strong foundation for ML instruction beyond the targeted 45-minute language course.

### First Year Goals

**Goal 1:** By the end of the 2024 school year, 100% of LTEL students will score at least one level higher on their overall ACCESS score from the previous year.

**Goal 2:** By the end of the 2024 school year, 100% of LTEL students will score at least one level higher on the speaking portion of the ACCESS from the previous year.

### Budget

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

- \$7453.78 - English 3D curriculum and consumables
- \$800 - English 3D professional development
- \$500 - IABE conference registration for four teachers
- \$447 - Annual Babbel subscription for five teachers
- \$861.80 - Supplies for ML yearly kick-off, ACCESS kickoff, and annual parent meeting
- \$2073.90 - Supplies for small group instruction, including English 3D middle school independent reading libraries for 5th & 6th grade and 7th & 8th grade

### Progress to Date

Through the purchase of a new English language curriculum, increased staff training, and the additional intensive language instruction implemented, the Parma School District targeted

their LTEL student population and effectively supported their language development. This support helped LTEL students transition and exit the English language program. Although the Parma School District did not successfully meet their goals, they did see considerable student growth they will continue to build upon next year.

- **Goal 1: *Partially met***—By the end of the 2024 school year, 100% of LTEL students will score at least one level higher on their overall ACCESS score from the previous year.
  - By the end of the 2024 school year, 50% of LTEL students showed growth from their 2023 overall ACCESS score to their 2024 overall ACCESS score.
  - 25% of LTEL students grew .5 level or more from the 2023 overall ACCESS to the 2024 ACCESS.
  - 8% of LTEL students grew one level or more from the 2023 overall ACCESS to the 2024 ACCESS.
  - Four LTEL students exited from the ML program.
- **Goal 2: *Partially met***—By the end of the 2024 school year, 100% of LTEL students will score at least one level higher on the speaking portion of ACCESS from the previous year.
  - At the end of the 2024 school year, 63% of LTEL students showed growth on the speaking portion of ACCESS from 2023 to 2024.
  - 42% of LTEL students grew one or more levels on the speaking portion of the ACCESS from 2023 to 2024.

The Parma School District will have a carryover amount of \$2,863.52, resulting from the English 3D curriculum and professional development being less expensive than initially budgeted.

### **Reviewer's Comment**

This year, the Parma School District has placed a significant emphasis on supporting Long-Term English Language Learners. Boosting LTELs motivation and language proficiency can be very challenging, and I commend their dedication and creativity in integrating intensive language development support into the school day. Furthermore, their commitment to learning and implementing a new language development program to support the language needs of their ML students is truly admirable.

## THE SAGE INTERNATIONAL SCHOOL OF BOISE #475

Sage International School of Boise, a K-12 charter school total student enrollment was 1,018, of which 16% qualified as low-income families and 30% wish not to disclose this information. 5% are English Language Learners. The ethnicity or race of the student population is 8% Hispanic, 80 % White, 8% multi-racial, 2% African American, and 8 % Asian. Sage International School serves a growing, linguistic, socioeconomic, and age-diverse multilingual learner population which creates a unique need for this proposed grant. English Learners speak and represent 17 languages from Kindergarten to Grade 12. Of which, twelve of those languages are identified as newcomers, while five additional languages represent students who have exited status.

### Grant Proposal

Sage International School serves a linguistic diversity. Having such a linguistically diverse multilanguage learner population is an asset, but also creates the need for diverse representation in our bilingual literature and curriculum. The grant plans to enhance the core Language Instructional program by celebrating linguistically diverse populations by getting families engaged, building EL curricular resources, and providing opportunities to promote the value of bilingual/multilingual education.

### First Year Goals

- **Goal 1:** By the end of each school year, 20% of EL students will show an increase of 10 points on their ELA ISAT (4th-8th) or 5 percentile points on IRI (K-3) after utilizing the new curriculum.
- **Goal 2:** By the end of each school, 40% of elementary and secondary students at Sage will increase at least .5 in the domain of reading or overall on annual ACCESS assessment after utilizing the new curricular materials as well as inclusive instructional practices.
- **Goal 3:** Over the course of the three-year grant cycle, 20% (year 1) and 30% (year 2) 40% (year 3) of our families with students identified as English Language learners will attend one or more of the engagement events or volunteer in their preferred capacity throughout the school year as evidenced by the sign-up sheets and a tracking chart.

### Budget

The grant budget of \$5,000 covered expenses for the following:

- \$1500 – National Geographic curriculum
- \$150—Family engagement supplies (Bookmarks, Reading Week decorations, etc.)
- \$750—Stipends for 5 lead parents \$150 each (Cultural International Reading week)
- \$850—Two iPads & cases
- \$475—Seal of biliteracy tests and medals for earners
- \$500—WIDA model set for progress monitoring
- \$75—Welcome sign materials to build inclusion of students and families
- \$700—Bilingual literature, dictionaries, and novels

### **Progress to Date**

- **Goal 1:** *Met*— 63% EL students increased their ELA ISAT by 10 points or 5 percentile points of IRI.
- **Goal 2:** *Met*—68% increase by at least 0.5 in the domain of reading or overall on the annual ACCESS assessment after utilizing the new curricular materials as well as inclusive instructional practices.
- **Goal 3:** *Met*—21% of English Language learners' families attended one or more of the engagement events or volunteer in their preferred capacity throughout the school year as evidenced by the signup sheets and a tracking chart.

### **Reviewer's Comments**

Sage International School of Boise has provided opportunities to engage and enhance EL students and their families. The practice of making face-to-face connections at the grassroots level with a school-wide potluck was purposeful in building trust. The inclusive environment was accepted, with parents participating in leading cultural lessons at the school. The fund enhanced a library of curricular resources for test preparation skills, fiction, and nonfiction books in other languages. Technology allowed them to access resources away from school. Three students achieved the Seal of Biliteracy, a huge personal accomplishment that will be added to their Idaho diploma, which is a testament to the effectiveness of the EL Enhancement grant closing the gap.

## SUGAR-SALEM JOINT DISTRICT #322

Sugar-Salem Joint School District serves 1,957 Kindergarten through 12<sup>th</sup> grade students. Of these 1,957 students, approximately 87.9% are Caucasian, 8.1% Hispanic, 1.9% multi-racial, <1% Black/African, <1% Asian, <1% Native American, and <1% Pacific Islander. Sugar-Salem identifies 2% of their student population as English Learners (EL). Recently, Sugar-Salem has experienced a rise in their newcomer population. To date, approximately 11% of their EL population are identified as newcomers.

### Grant Proposal

Sugar-Salem's proposal is to use grant funding to purchase curricular resources, supplies and additional professional development opportunities to support their Language Instruction Educational Program (LIEP). Their goal is to use these resources to 1) build capacity among staff to better serve the EL and newcomer population and 2) support a transition from a pull-out method of EL instruction to a more inclusive push-in model.

### First Year Goals

- **Goal 1:** Each year, Sugar-Salem will complete 3 SIOP PD Trainings for all K-12 teachers.
- **Goal 2:** Each year, ELs identified as newcomers will Exit from the EL program or demonstrate 20% growth in each WIDA Language Domain on ACCESS
- **Goal 3:** Each year, Sugar-Salem will see an 8% increase in EL students at or above grade-level reading at Central Elementary and a 4% increase in EL students at or above grade-level reading at Kershaw Intermediate using the Fountas & Pinnell Benchmarking tool.
- **Goal 4:** Each year, Sugar-Salem will see an average 5% increase in WIDA Writing ACCESS scores at the K-5 level.
- **Goal 5:** Each year, Sugar-Salem will see an average 3% growth in reading and writing on the WIDA ACCESS in grades 6-12.

### Budget

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

- \$1,300 - CAL Training (SIOP)
- \$950 - SIOP Books
- \$801- Post-It Easel Pads
- \$336 - K-2 Newcomer Curriculum
- \$771 - 3-5 Newcomer Curriculum
- \$782 - 6-12 Newcomer Curriculum
- \$7,300 - K-2 Fountas & Pinnell LLI
- \$525 - K-5 Fountas & Pinnell Minilessons
- \$1,805 - 6-12 HMH English 3D
- \$430 - 9-12 Great Writing/Cengage



### **Progress to Date**

Sugar-Salem was successful in their implementation of curricular and training resources to support their newcomer population while also working towards providing an EL push-in model of instruction instead of a pull-out model. Through the hard work of dedicated staff, they were able to meet 4 out of their 5 goals.

- **Goal 1: *Met Goal***- The LEA successfully provided 4 SIOP professional development opportunities to their teachers at Central Elementary, Kershaw Intermediate, Sugar-Salem Junior High, and Sugar-Salem High School.
- **Goal 2: *Did Not Meet Goal***- Sugar-Salem successfully helped 2 newcomers exit from the EL program; however, they did not meet their goal of 100% of their newcomer population showing 20% growth across each domain and/or Exiting—only 40%.
- **Goal 3: *Met Goal***- Using the Fountas & Pinnell Benchmarking System, Sugar-Salem saw a 58% increase in ELs at or above grade-level in reading at Central Elementary School and a 56% increase at Kershaw Intermediate. They far surpassed their goal of 8% and 4% increases respectively.
- **Goal 4: *Met Goal***- The LEA saw an average of 18% increase in writing scores on the WIDA Access 2.0 at the K-5 level.
- **Goal 5: *Met Goal***- Sugar-Salem saw an average 5% growth in reading and an average 3% growth in writing on the WIDA Access 2.0 among their 6-12 EL population.

### **Reviewer's Comments**

It has been a privilege to work with Sugar-Salem as they continue to be forward-thinking in addressing the needs of their newcomer population while also supporting the growth of their English learner instructional model. Not only have they seen the need for concentrated curricular resources but also the importance of building teacher capacity in addressing the needs of English learners. Their collective hard work enhanced by the grant has led to a very successful increase in reading and writing scores.

## TETON COUNTY DISTRICT #401

Teton County School District has a K-12 enrollment of 1,866 with over 28% considered economically disadvantaged. Of these 1,866 students, approximately 67.7% are Caucasian and 30.3% are Hispanic. Teton currently identifies 13% of their population as English Learners (EL) with 56% of their EL population also being served by their Dual Language Immersion (DLI) program. Currently, Teton implements a DLI program at Driggs Elementary School (K-3), Rendezvous Upper Middle (4-5), and Teton Middle School. The district strives for a 50/50 model of instruction at the elementary level (50% instruction in English and 50% instruction in Spanish). Their efforts also include the continuation of a Summer DLI Institute available to districts across Idaho.

### Grant Proposal

Teton's proposal is to use grant funding to support implementation of an annual two-day Summer Dual Language Institute for school districts across Idaho and the hiring of a coordinator who will oversee it. The focus of the annual institute will be to provide training and resources to DLI teachers in Idaho who want to continue building a DLI program in their school districts. Part of these resources will include a Summer Institute Coordinator Handbook created by the coordinator. Grant funds will also be used to provide food and presenters for the DLI Summer Institute this upcoming August.

### First Year Goals

- **Goal 1:** By the end of the 2023-2024 school year, the district will hire a DLI coordinator to oversee and implement the 2024 DLI Summer Institute and create a Summer Institute Coordinator Handbook as a resource for school districts.
- **Goal 2:** By the end of the 2023-2024 school year, the district will create a comprehensive contact list of DLI schools and districts to be included in the Summer Institute Coordinator Handbook as a resource to school districts throughout the state.
- **Goal 3:** By the end of the 2023-2024 school year, the district will create a comprehensive list of regional state training resources to be included in the Summer Institute Coordinator Handbook.
- **Goal 4:** By the end of the 2023-2024 school year, the district will create a list of potential funding sources that can help support the expansion of the Summer DLI Institute in the future. This will also be included in the Summer Institute Coordinator Handbook.

### Budget

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

- \$2,500 - Coordinator Stipend to oversee the DLI Summer Institute
- \$10,000 - DLI Summer Institute Presenter Budget
- \$2,500 - DLI Summer Institute Food

### **Progress to Date**

Teton has made significant strides this year with the continued development of a Summer DLI Institute. They have hired a coordinator who has worked diligently to plan, organize, and implement the DLI this upcoming August. Because of the hard work of the district and the coordinator, the district has been successful in meeting this year's grant goals.

- **Goal 1: *Met Goal***- The district hired their DLI coordinator (Myrna Munoz) who has worked diligently to plan and organize the Summer DLI Institute. She has also created the first working draft of the Summer Institute Coordinator Handbook. The two-day Summer DLI Institute is on track and scheduled for August 8-9 of this year.
- **Goal 2: *Met Goal***- The district created a comprehensive list of twelve school districts in Idaho who have Dual Language programs in their schools and included this list in their Summer Institute Coordinator Handbook.
- **Goal 3: *Met Goal***- Teton successfully created a comprehensive list of 13 regional/state training resources and included it in their Summer Institute Coordinator Handbook.
- **Goal 4: *Met Goal***- The district identified ten additional funding sources to support the expansion of the Summer DLI Institute in the future and included this resource in their Summer Institute Coordinator Handbook.

### **Reviewer's Comments**

The grant funds have greatly supported the expansion of Teton's efforts in bringing resources and training to school districts interested in building or expanding their own dual language programs. The implementation of an annual Summer DLI Institute and the creation of a Summer Institute Coordinator Handbook have provided school districts with valuable information on steps moving forward in program development and guidance. Teton's commitment to Dual Language Immersion Programs and their ELs drive their work forward. It has been a pleasure working with them this school year.

## WENDELL DISTRICT #232

The Wendell School District serves a wide variety of students who need opportunities to grow and develop academically, emotionally, socially, and behaviorally. Currently, the Wendell School district has 1,074 total students with approximately 76% of students who qualify for free and reduced lunch, 35% of students who are Multilingual Learners (ML), 10% of students with disabilities, 7% of students who are migrant, and 5% who are homeless.

### Grant Proposal

The Wendell School District grant proposal includes funding to support the implementation of a summer school program for all kindergarten through 12th grade ML students. With the grant, the Wendell School District proposes to enhance their core language instruction program by offering the summer program Monday through Thursday from 7:45 am to 12:45 pm, beginning May 28th and ending on June 27th, for a total of five-weeks. Students who attend the summer school program will spend 60% of their day on reading, writing, and math instruction. The remaining 40% of their day will include enrichment activities covering science, technology, art, physical education, and social emotional learning.

### First Year Goals

**Goal 1:** During the 2024 summer school program, 50 to 60 ML students will register and attend on a daily basis as recorded by daily attendance logs.

**Goal 2:** During the 2024 summer school program, 80% of ML students will show improvement on the pre and post summer school assessments in reading and math.

### Budget

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

- \$4002 - salary and benefits for elementary summer school teacher
- \$4002 - salary and benefits for middle school summer school teacher
- \$4002 - salary and benefits for high school summer school teacher
- \$1805 - salary and benefits for classroom paraprofessional
- \$1189 - school, stem, and art supplies

### Progress to Date

The Wendell School District effectively executed a five-week summer school program, offering intense reading, writing, and math support to their ML students while also involving them in various enrichment activities and social-emotional learning. The summer session enabled the district to achieve both of their goals, and they eagerly anticipate expanding upon the progress their students made during the program.

- **Goal 1: Met**—During the 2024 summer school program, 50 to 60 ML students will register and attend on a daily basis as recorded by daily attendance logs.
  - During the 2024 summer school program, 86 ML students registered and attended on a daily basis as recorded by daily attendance logs.

- **Goal 2: *Not Met***—During the 2024 summer school program, 80% of ML students will show improvement on the pre and post summer school assessments in reading and math.
  - During the 2024 summer school program, 77% of ML students showed improvement on the pre and post summer school assessments in reading and math.

### **Reviewer's Comment**

I commend the Wendell School District for their dedication and hard work in implementing an exceptionally robust and impactful summer school program for their multilingual learners. They diligently ensured that their most at-risk ML students had the opportunity to attend, utilizing multiple funding sources and recruiting highly proficient certified staff with bilingual skills. It is evident that the district is passionate and committed to providing their ML students with every opportunity to enhance their language and academic skills.

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