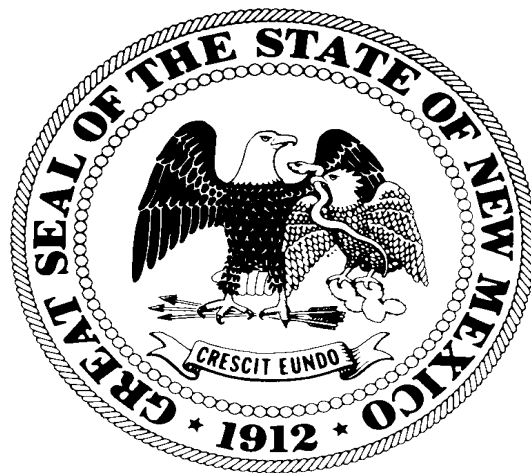


New Mexico
Public Education Department

**STATE BILINGUAL
MULTICULTURAL
EDUCATION FUNDING
APPLICATION**



2010-2011

STATE BILINGUAL MULTICULTURAL EDUCATION APPLICATION 2010 - 2011 GUIDANCE DOCUMENT

General Instructions:

The program described in this application must be developed in consultation with the local school board, teachers, school administrators, parents, and, where appropriate, other relevant external groups.

Location of Application

The 2010-2011 State Bilingual Education Funding application is available on the Public Education Department's website <http://www.ped.state.nm.us/div/learn.serv/Bilingual/index.html>

Click on the link above to begin the application process. The Guidance Document section will explain the various components of the application and instructions on how to complete each section.

Please contact the Bilingual Multicultural Education Bureau 505-827-6666 if you have any questions.

SECTIONS TO REVIEW/COMPLETE

PART I. INITIAL APPLICATION, 2010-2011

A. District/School Responsibilities

I. Assurances

This section lists the commitments of the district to fulfill the expectations of the State Bilingual Multicultural Education Program. For districts, the Superintendent, the District Bilingual Education Coordinator and the Principals of all participating schools are responsible for committing to the Assurances. In the case of charter schools, Headmasters/Principals are similarly responsible. These Assurances are legally binding documents.

II. School Information: In this section, schools will provide information for the principal, school projections based on the average of the 80th and 120th day STARS Data for the current year, program model(s) and goals of the program. Goals must be aligned with the district/school's EPSS and program models being utilized to assist English Language Learners (ELL) and other students to make progress and attain proficiency in English and the Home Language.

III. District Projections/Signature Page: In this section, the district must sum up the total membership from all schools participating in the program. This is based on the average of the STARS 80th and 120th Day counts for the current school year (2009-2010).

The District Superintendent, Business Manager and Bilingual Director must sign and date the application. The approval of your local school board is also required. If your local school board will not meet before the deadline for submission of the application, please indicate so on the application and submit it before or by the deadline. List the date of the board's expected approval on the application. Contact BMEB as soon as possible after the Board has met and approved the application.

Please send both paper and electronic copies of the application to:

Adrian Salazar

Bilingual Multicultural Education Bureau

Room 303 Jerry Apodaca Building

300 Don Gaspar

Santa Fe, New Mexico 87501-2786

E-mail: adrian.salazar@state.nm.us

Ph: (505) 827-6666

STATE BILINGUAL MULTICULTURAL EDUCATION APPLICATION 2010-2011 ASSURANCES

All district, charter and school personnel (superintendent, headmasters, principals, teachers, Bilingual Multicultural Education directors, finance officers and support staff) shall be knowledgeable of the requirements listed below to comply with the *New Mexico Bilingual Multicultural Education Act of 2004* (*New Mexico Statutes Annotated, Article 23*), the *No Child Left Behind Act of 2001* and the *1964 Office of Civil Rights Act*.

The LEA shall:

1. Develop and implement a Bilingual Multicultural Education Program ensuring that all students, including English Language Learners, become bilingual and biliterate in English and the Home Language, and succeed academically with a priority of serving students in grades K-3.
2. Ensure that the following content areas be implemented; language arts in the home or heritage language, for funding purposes, time allotted for instruction in the home language must be equivalent to the time provided for English language arts and must be consecutive in nature (that is, not fragmented throughout the day or week).
3. Ensure that programs described in the application for funds were developed in consultation with the local school board, teachers, school administrators, parents, and community.
4. Ensure that funds received for this program support the educational goals (i.e. Annual Measurable Achievement Objectives – AMAOs) for language and academic proficiency in English. Similarly, ensure that funds received for this program support the educational goals for language and academic proficiency in the student's home language.
5. Develop a program which must align with and support the district/school's Educational Plan for Student Success (EPSS).
6. Provide parent/guardian notification prior to placement of the student in the Bilingual Multicultural Education Program no later than 30 days after the beginning of the school year; or, for later enrollment, before placement of the student in the program.
7. Establish a parent advisory committee, representative of the language and culture of the students, to assist, make recommendations and advise in the development, implementation and evaluation of the program.
8. Ensure that personnel endorsed in Bilingual Education, Teaching English to Speakers of Other Languages (TESOL), or certified in Native American Language and Culture are delivering instruction in the Bilingual Multicultural Education program.
9. Maintain accurate records on use of Bilingual Education Program funds and report annual expenditures for the program to the Bilingual Multicultural Education Bureau no later than September 30 of each year.

10. Develop and implement a professional development plan that involves all district personnel including teachers, instructional support personnel, superintendent, program administrators, principals, STARS coordinators and financial officers. This plan shall address Bilingual Education and ESL principals and strategies, research based bilingual/multicultural revitalization programs and implications for instruction; best practices of English as a second language (ESL); English language development (ELD) and bilingual/multicultural and /or language revitalization programs; and principals of language acquisition.

11. Ensure that students enrolled in this program participate in Standards Based Assessment (SBA) Program. In those grades where students do not participate in the SBA the public school district shall develop and implement as assessment and evaluation plan.

12. Assess students on an annual basis until proficiency in each language is achieved. (ELL/LEP students who are not participating in the program must also be assessed for English language proficiency and must be served to meet their linguistic needs.)

13. Maintain accurate records of student performance in the Home Language and report home language performance of all students participating in the Bilingual Multicultural Education program to the Bilingual Multicultural Education Bureau by September 30 of each year.

14. Develop and implement a written sequential curriculum (for Home Language Arts and ESL/ELD) that is supported with adequate and current instructional materials.

15. Include instruction to attain language proficiency and literacy skills in two languages, one of which is English.

16. Evaluate the program to determine effectiveness and needs for improvement. The evaluation shall include;

- a. A description of activities conducted by the LEA with State Bilingual funds;
- b. A description, number and percentage of all ELL/LEP students making progress in learning English and the Home Language for all student participating in the program;
- c. The number and percentage of ELL/LEP students in the program attaining English Language Proficiency and the Home Language proficiency for all students in the program; and
- d. The number and percentage of all students in the program making Adequate Yearly Progress (AYP).

17. The LEA that fails to make progress toward meeting Annual Measurable Achievement Objectives (AMAOs) in English for two (2) consecutive years will be required to develop an improvement plan that will ensure that the LEA meets those objectives. This plan must be submitted as part of the school application and approved by BMEB. Additionally, each school that fails to meet AMAOs and AYP (must meet both) for any fiscal year musy individually inform parents/guardians of this failure. (i.e. not by newsletter alone)

STATE BILINGUAL MULTICULTURAL EDUCATION

2010-2011

I. SCHOOL INFORMATION

Each school official must complete an individual application.

SCHOOL	Anthony Elementary
Principal	Graciela Marquez

Principal Signature _____

Email	gmarquez@gisd.k12.nm.us
Telephone	575-882-4561

IIB. SCHOOL PROJECTIONS

	Number of Participating Students Projected in School Program
1 Hour	
2 Hour	
3 Hour	234
TOTAL STUDENTS	234

NOTE: These numbers could differ from the actual numbers reported for the 20th Day

BILINGUAL MULTICULTURAL EDUCATION PROGRAM MODELS

Dual Language Immersion	NO
Maintenance	NO
Heritage	NO
Enrichment	NO
Transitional	YES

SCHOOL GOALS OF THE BILINGUAL MULTICULTURAL EDUCATION PROGRAM. THESE MUST BE RELATED TO THE DISTRICT/SCHOOL'S EPSS AND PROGRAM MODELS.

Overall EPSS Goal (Reading): An increase of students scoring proficient or above will meet or exceed the 2010 NCLB-AMO Target in reading of 63%.

Target Goal/measure: The number of students in grades 3-9 scoring proficient or above in the reading subgroups will increase as measured by the NMSBA:

- The ALL students subgroup will increase by 21% from 42% to 63%
- The ELL student subgroup will increase by 26.6% from 36.4% to 63%
- The SWD student will increase by 47.6% from 15.4% to 63%

Key Strategy: Student reading will improve by implementing Readers Workshop, Guided Reading groups with fidelity, ACE strategies, Answer, Cite and Expand strategies. Teachers will then proceed to identify areas of weakness through data analysis (running records, benchmarks, conferring, DRA/EDL, Read 180 groups and group students accordingly).

NOTE: PART II: Instructional Plan will be deferred to the 20th day.

STATE BILINGUAL MULTICULTURAL EDUCATION

2010-2011

I. SCHOOL INFORMATION

Each school official must complete an individual application.

SCHOOL

Berino Elementary

Principal

Reyes Valtierra

Principal Signature _____

Email

rvaltierra@gisd.k12.nm.us
--

Telephone

575-882-2242

IIB. SCHOOL PROJECTIONS

	Number of Participating Students Projected in School Program
1 Hour	
2 Hour	
3 Hour	438
TOTAL STUDENTS	438

NOTE: These numbers could differ from the actual numbers reported for the 20th Day

BILINGUAL MULTICULTURAL EDUCATION PROGRAM MODELS

Dual Language Immersion	YES
Maintenance	NO
Heritage	NO
Enrichment	NO
Transitional	NO

SCHOOL GOALS OF THE BILINGUAL MULTICULTURAL EDUCATION PROGRAM. THESE MUST BE RELATED TO THE DISTRICT/SCHOOL'S EPSS AND PROGRAM MODELS.

A.) The percentage of students making progress in the English language will increase by state baseline from 50% to 60% (AMAO I requirement), as measured by the New Mexico English Language Proficiency Assessment (NMELPA).

B.) The percentage of students attaining proficiency in the English language will increase 27% from 18% to 45% (AMAO II requirement), as measured by the New Mexico English Language Proficiency Assessment (NMELPA).

C.) The percentage of students scoring proficient or above in Reading will increase 27.1%, from 35.9% to 63% (AMAO III requirement), as measured by the New Mexico Standards-Based Assessment (NMSBA).

D.) The percentage of students scoring proficient or above in Math will increase 13.6%, from 40.4 % to 54% (AMAO III requirement), as measured by the New Mexico Standards-Based Assessment (NMSBA).

NOTE: PART II: Instructional Plan will be deferred to the 20th day.

STATE BILINGUAL MULTICULTURAL EDUCATION

2010-2011

I. SCHOOL INFORMATION

Each school official must complete an individual application.

SCHOOL

Chaparral Elementary

Principal

Brenda Ballard

Principal Signature _____

Email

bballard@gisd.k12.nm.us
--

Telephone

575-824-4722

IIB. SCHOOL PROJECTIONS

	Number of Participating Students Projected in School Program
1 Hour	
2 Hour	
3 Hour	487
TOTAL STUDENTS	487

NOTE: These numbers could differ from the actual numbers reported for the 20th Day

BILINGUAL MULTICULTURAL EDUCATION PROGRAM MODELS

Dual Language Immersion	YES
Maintenance	NO
Heritage	NO
Enrichment	NO
Transitional	NO

SCHOOL GOALS OF THE BILINGUAL MULTICULTURAL EDUCATION PROGRAM. THESE MUST BE RELATED TO THE DISTRICT/SCHOOL'S EPSS AND PROGRAM MODELS.

In mathematics, the percentage of ELL students scoring proficient or advanced as measured by the NMSBA will increase by 34.20%.from 32.80% TO 67.00% (2011 AMO Requirement).

In reading, the percentage of ELL students scoring proficient or advanced as measured by the NMSBA will increase by 40.40% from 33.60% to 74.00% (2011 AMO Requirement).

A minimum of 25% of ELL students will make progress in English Language Acquisition as measured by the ACCESS (2010 AMAO-1).

A minimum of 16% of ELL students will acheive English Language Proficiency as measured by the ACCESS (2010 AMAO-2).

NOTE: PART II: Instructional Plan will be deferred to the 20th day.

STATE BILINGUAL MULTICULTURAL EDUCATION

2010-2011

I. SCHOOL INFORMATION

Each school official must complete an individual application.

SCHOOL Principal Chaparral High School James Diggs

Principal Signature

Email Telephone jdiggs@qisd.k12.nm.us 575-824-6700

IIB. SCHOOL PROJECTIONS

Table with 2 columns: Projection Category (1 Hour, 2 Hour, 3 Hour, TOTAL STUDENTS) and Number of Participating Students Projected in School Program (61, 61, 61).

NOTE: These numbers could differ from the actual numbers reported for the 20th Day

BILINGUAL MULTICULTURAL EDUCATION PROGRAM MODELS

Table with 2 columns: Program Model (Dual Language Immersion, Maintenance, Heritage, Enrichment, Transitional) and Response (NO, NO, NO, NO, YES).

SCHOOL GOALS OF THE BILINGUAL MULTICULTURAL EDUCATION PROGRAM. THESE MUST BE RELATED TO THE DISTRICT/SCHOOL'S EPSS AND PROGRAM MODELS.

- 1. The ELL student sub group will increase by 48.2 % from 15.9% to 64%.
2. Ensure that ELL students have access to rigorous curriculum by supporting students with best practices and strategies to ensure that they learn, perform and achieve both linguistically and academically.
3. Students will achieve at same high level as their english proficient peers while maintaining their native language and culture.

NOTE: PART II: Instructional Plan will be deferred to the 20th day.

STATE BILINGUAL MULTICULTURAL EDUCATION

2010-2011

I. SCHOOL INFORMATION

Each school official must complete an individual application.

SCHOOL	Chaparral Middle School
Principal	Martha Muela

Principal Signature _____

Email	mmuela@gisd.k12.nm.us
Telephone	575-824-4847

Number of Participating Students Projected in School Program	
IIB. SCHOOL PROJECTIONS	
1 Hour	
2 Hour	44
3 Hour	33
TOTAL STUDENTS	77

NOTE: These numbers could differ from the actual numbers reported for the 20th Day

BILINGUAL MULTICULTURAL EDUCATION PROGRAM MODELS

Dual Language Immersion	NO
Maintenance	NO
Heritage	NO
Enrichment	NO
Transitional	YES

SCHOOL GOALS OF THE BILINGUAL MULTICULTURAL EDUCATION PROGRAM. THESE MUST BE RELATED TO THE DISTRICT/SCHOOL'S EPSS AND PROGRAM MODELS.

1. To provide instruction that will enable students to achieve higher levels in the NMSBA.
2. To provide students with AVID strategies that will enable them to have structure, organization, and increase access to academic studies .
3. To provide students with higher levels of comprehension in Language Domains, (Writing, Reading, Speaking and Listening) by using best practices and helping them attain Academic Language Proficiency, and Academic Content Knowledge.

NOTE: PART II: Instructional Plan will be deferred to the 20th day.

STATE BILINGUAL MULTICULTURAL EDUCATION

2010-2011

I. SCHOOL INFORMATION

Each school official must complete an individual application.

SCHOOL	Desert Trail Elementary
Principal	Patricia Martinez

Principal Signature _____

Email	pmartinez@gisd.k12.nm.us
Telephone	575-824-6500

IIB. SCHOOL PROJECTIONS		Number of Participating Students Projected in School Program
1 Hour		
2 Hour		
3 Hour		447
TOTAL STUDENTS		447

NOTE: These numbers could differ from the actual numbers reported for the 20th Day

BILINGUAL MULTICULTURAL EDUCATION PROGRAM MODELS

Dual Language Immersion	YES
Maintenance	NO
Heritage	NO
Enrichment	NO
Transitional	YES

SCHOOL GOALS OF THE BILINGUAL MULTICULTURAL EDUCATION PROGRAM. THESE MUST BE RELATED TO THE DISTRICT/SCHOOL'S EPSS AND PROGRAM MODELS.

Reading: English Language Learner (ELL) student subgroup in grade levels Kindergarten through 6th will increase by at least 20.6 percentage points from 42.4% to 63%.

Math: English Language Learner (ELL) student subgroup in grade levels Kindergarten through 6th will increase by at least 13.4 percentage points from 40.6% to 54%.

NOTE: PART II: Instructional Plan will be deferred to the 20th day.

STATE BILINGUAL MULTICULTURAL EDUCATION

2010-2011

I. SCHOOL INFORMATION

Each school official must complete an individual application.

SCHOOL

Desert View Elementary

Principal

Fernando Carrasco

Principal Signature _____

Email

fcarrasco@gisd.k12.nm.us
--

Telephone

575-589-1180

IIB. SCHOOL PROJECTIONS

	Number of Participating Students Projected in School Program
1 Hour	
2 Hour	
3 Hour	204
TOTAL STUDENTS	204

NOTE: These numbers could differ from the actual numbers reported for the 20th Day

BILINGUAL MULTICULTURAL EDUCATION PROGRAM MODELS

Dual Language Immersion	NO
Maintenance	NO
Heritage	NO
Enrichment	NO
Transitional	YES

SCHOOL GOALS OF THE BILINGUAL MULTICULTURAL EDUCATION PROGRAM. THESE MUST BE RELATED TO THE DISTRICT/SCHOOL'S EPSS AND PROGRAM MODELS.

ELL students will be given a designated time daily for instruction in English academic skills within the content areas in order for AMAO I scores to increase by 5% and AMAO II scores to increase by 30%.

ELL students who are Fluent English Proficient will be monitored for academic progress using guidelines from the Title III ELL to FEP district form.

NOTE: PART II: Instructional Plan will be deferred to the 20th day.

STATE BILINGUAL MULTICULTURAL EDUCATION

2010-2011

I. SCHOOL INFORMATION

Each school official must complete an individual application.

SCHOOL	Gadsden High School
Principal	Carey Chambers

Principal Signature _____

Email	cchambers@gisd.k12.nm.us
Telephone	575-882-6300

Number of Participating Students Projected in School Program	
IIB. SCHOOL PROJECTIONS	
1 Hour	
2 Hour	103
3 Hour	
TOTAL STUDENTS	103

NOTE: These numbers could differ from the actual numbers reported for the 20th Day

BILINGUAL MULTICULTURAL EDUCATION PROGRAM MODELS

Dual Language Immersion	NO
Maintenance	NO
Heritage	NO
Enrichment	NO
Transitional	YES

SCHOOL GOALS OF THE BILINGUAL MULTICULTURAL EDUCATION PROGRAM. THESE MUST BE RELATED TO THE DISTRICT/SCHOOL'S EPSS AND PROGRAM MODELS.

Numeracy: The percent of our ELL population proficient in MATH will increase 36% from 17% to 53% for the 2009-10 school year, as measured by New Mexico Standards-Based Assessment.

Literacy; The percentage of our ELL population proficient in READING will increase 43% from 21% to 64% for the 2008-09 school year, as measured by New Mexico Standards-Based Assessment.

NOTE: PART II: Instructional Plan will be deferred to the 20th day.

STATE BILINGUAL MULTICULTURAL EDUCATION

2010-2011

I. SCHOOL INFORMATION

Each school official must complete an individual application.

SCHOOL	Gadsden Middle School
Principal	Dr. David Garcia

Principal Signature _____

Email	drdgarcia@gisd.k12.nm.us
Telephone	575-882-2372

IIB. SCHOOL PROJECTIONS

	Number of Participating Students Projected in School Program
1 Hour	
2 Hour	49
3 Hour	46
TOTAL STUDENTS	95

NOTE: These numbers could differ from the actual numbers reported for the 20th Day

BILINGUAL MULTICULTURAL EDUCATION PROGRAM MODELS

Dual Language Immersion	NO
Maintenance	NO
Heritage	NO
Enrichment	NO
Transitional	YES

SCHOOL GOALS OF THE BILINGUAL MULTICULTURAL EDUCATION PROGRAM. THESE MUST BE RELATED TO THE DISTRICT/SCHOOL'S EPSS AND PROGRAM MODELS.

The percent of ELL students MAKING PROGRESS will be MAINTAINED at 49% or INCREASED to meet or exceed 33% needed to meet AMAO I requirement, AS MEASURED BY THE ACCESS 2009-2010.

THE percent of ELL students ATTAINING PROFICIENCY will be MAINTAINED at 25% or INCREASED to meet or exceed 18% needed to meet AMAO II requirement, AS MEASURED BY THE ACCESS 2009-2010.

The percent of students in the ELL subgroup who are proficient or above in Reading will increase by 22.1% from 41.9% to 64% for 2009-10, AS MEASURED BY THE NMSBA.

Students scoring proficient or above in math on the NMSBA will increase as indicated below for 2010:
ELL (includes students classified as PAL 1,2, &3) by 12.9% from 35.1% to 48%

Strategies/Programs implemented for Reading:	Strategies/Programs implemented for Math:
Balanced Literacy	Connected Mathematics Program
PAL Program	PAL Program
ELD Classes	Ramp Up
Read 180	Navigator

NOTE: PART II: Instructional Plan will be deferred to the 20th day.

STATE BILINGUAL MULTICULTURAL EDUCATION

2010-2011

I. SCHOOL INFORMATION

Each school official must complete an individual application.

SCHOOL	Loma Linda Elementary
Principal	Charlene Bonham

Principal Signature _____

Email	cbonham@gisd.k12.nm.us
Telephone	575-882-6000

IIB. SCHOOL PROJECTIONS

	Number of Participating Students Projected in School Program
1 Hour	
2 Hour	
3 Hour	179
TOTAL STUDENTS	179

NOTE: These numbers could differ from the actual numbers reported for the 20th Day

BILINGUAL MULTICULTURAL EDUCATION PROGRAM MODELS

Dual Language Immersion	NO
Maintenance	NO
Heritage	NO
Enrichment	NO
Transitional	YES

SCHOOL GOALS OF THE BILINGUAL MULTICULTURAL EDUCATION PROGRAM. THESE MUST BE RELATED TO THE DISTRICT/SCHOOL'S EPSS AND PROGRAM MODELS.

Loma Linda Elementary School Improvement

Mathematics Continuous Improvement Strategic Plan for English Language Learners
 The percent of students in 3rd -6th Gr. scoring proficient on the NM SBA will increase:
 In 2009-2010- 21.8% from 32.2% to 54.0% In 2010-2011- 34.8% from 32.2% to 67.0%

Reading Continuous Improvement Strategic Plan for English Language Learners
 The percent of students in 3rd-6th Gr. scoring proficient on the NM SBA will increase:
 In 2009-2010 - 29.8% from 33.2% to 63.0% In 2010-2011- 45.0% from 33.2% to 74.0%.

Annual Measureable Achievement Objectives for Loma Linda Elementary
 The percent of students making progress in the English language as measured by the NMELPA will increase
 In 2009-2010- AMAO I- 25% to 30% . We met this goal at 40%.

AMAO II- 30% to 45% We scored 7% and did not meet this goal.
 AMAO III- Rdg No MATH NO We did not meet AMAO.

ACCESS - At this time scores are unavailable to determine if we meet our goals.
 In 2010-2011- AMAO I- 30% to 35% .

AMAO II-45% to 60%.
 AMAO III- SBA score available in Aug. 2010

Strategies that will assist ELL/LEP students to meet the Annual Measurable Achievement Objectives:

1. Provide appropriate ESL or ELD instruction to each ELL student for a minimum of 1 regular period per day.
2. Use Language Arts teachers who are appropriately endorsed in TESOL or Bilingual Education to teach ELL students.
3. Provide continuous professional development to all staff and teachers of ESL or ELD research-based strategies that will be used in every content area by providing the most current resources and by attending conferences, workshops, university courses, etc.
4. Make English language proficiency assessment available to teachers so they can use data to place students appropriately and to modify their instruction.
5. Provide appropriate accommodations for ELL students in both instruction and in testing if necessary.
6. Develop an ESL/ELD curriculum (scope and sequence) that is aligned with the ESL/ELD Content Standards and is written, sequential, delivered and assessed.
7. **Emphasize vocabulary development across content areas, including ESL/ELD classes.**
8. Annually, review and evaluate student progress and overall program effectiveness of the Bilingual Multicultural Education program and/or the English as a Second Language program.
9. Communicate with parents in both languages regarding student placement in programs and student progress.
10. Include parents and community members on the school or district-level Parent Advisory Committee (PAC) and to participate in other cultural school-community activities. Ensure that this committee advises on every aspect of the school/district's Bilingual Multicultural Education program.

NOTE: PART II: Instructional Plan will be deferred to the 20th day.

STATE BILINGUAL MULTICULTURAL EDUCATION

2010-2011

I. SCHOOL INFORMATION

Each school official must complete an individual application.

SCHOOL	La Union Elementary
Principal	Anabel Tanabe

Principal Signature _____

Email	atanabe@gisd.k12.nm.us
Telephone	575-874-3592

IIB. SCHOOL PROJECTIONS

	Number of Participating Students Projected in School Program
1 Hour	
2 Hour	
3 Hour	64
TOTAL STUDENTS	64

NOTE: These numbers could differ from the actual numbers reported for the 20th Day

BILINGUAL MULTICULTURAL EDUCATION PROGRAM MODELS

Dual Language Immersion	NO
Maintenance	NO
Heritage	NO
Enrichment	NO
Transitional	YES

SCHOOL GOALS OF THE BILINGUAL MULTICULTURAL EDUCATION PROGRAM. THESE MUST BE RELATED TO THE DISTRICT/SCHOOL'S EPSS AND PROGRAM MODELS.

Teachers will collaborate within grade levels/bilingual teams to discuss student progress, student artifacts, and develop units of study based on NM standards and ELD standards.

RPT will meet with reading goal team and math goal team to analyze and disaggregate DRA data, Benchmarks, MAPS data, Short Cycle Assessments, and Language Proficiency Assessments. Information will be disseminated and used to create whole-class and small group instruction.

Teachers will form strategy groups based on student need for after school tutoring groups twice weekly and intervention groups daily. Weekly classroom assessments and anecdotal notes will inform instruction and strategy lessons and student intervention groups will be adjusted accordingly, based on information from language acquisition assessments, and classroom assessments.

NOTE: PART II: Instructional Plan will be deferred to the 20th day.

STATE BILINGUAL MULTICULTURAL EDUCATION

2010-2011

I. SCHOOL INFORMATION

Each school official must complete an individual application.

SCHOOL

Mesquite Elementary

Principal

Jacob Montano

Principal Signature _____

Email

jmontano@gisd.k12.nm.us
--

Telephone

575-233-3925

IIB. SCHOOL PROJECTIONS

	Number of Participating Students Projected in School Program
1 Hour	
2 Hour	
3 Hour	241
TOTAL STUDENTS	241

NOTE: These numbers could differ from the actual numbers reported for the 20th Day

BILINGUAL MULTICULTURAL EDUCATION PROGRAM MODELS

Dual Language Immersion	YES
Maintenance	NO
Heritage	NO
Enrichment	NO
Transitional	YES

SCHOOL GOALS OF THE BILINGUAL MULTICULTURAL EDUCATION PROGRAM. THESE MUST BE RELATED TO THE DISTRICT/SCHOOL'S EPSS AND PROGRAM MODELS.

For the 2010-2011 school year Mesquite Elementary will continue to implement the Dual Language Program for grades K thru 3. In 4th thru 6th grade when students are transitioning to English at a greater pace, TESOL and bilingually endorsed teachers will implement various differentiated instructional strategies and/or methodologies with fidelity and vigor.

Strategies/methods will be monitored by the administration through weekly lesson plan checks (specific to continuously incorporating Spanish), fidelity checklists (specific to Balanced Literacy and the Gadsden Math Initiative), classroom walkthroughs, attendance at both "Block," and "Collaborative" teacher meetings, and general observations.

Specific to our students' growth will also be continuous data checks based on both Impact and In Progress assessment measures in the areas of reading and mathematics. Developed at the beginning of the school year and followed up on at the end of the school year will be each students' "Academic Improvement Plan/Contract" between the student, the teacher, the parent, and the school.

NOTE: PART II: Instructional Plan will be deferred to the 20th day.

STATE BILINGUAL MULTICULTURAL EDUCATION

2010-2011

I. SCHOOL INFORMATION

Each school official must complete an individual application.

SCHOOL

North Valley Elementary

Principal

Wilfred Trujillo

Principal Signature _____

Email

wtrujillo@gisd.k12.nm.us
--

Telephone

575-233-1092

IIB. SCHOOL PROJECTIONS

	Number of Participating Students Projected in School Program
1 Hour	
2 Hour	
3 Hour	278
TOTAL STUDENTS	278

NOTE: These numbers could differ from the actual numbers reported for the 20th Day

BILINGUAL MULTICULTURAL EDUCATION PROGRAM MODELS

Dual Language Immersion	YES
Maintenance	NO
Heritage	NO
Enrichment	NO
Transitional	NO

SCHOOL GOALS OF THE BILINGUAL MULTICULTURAL EDUCATION PROGRAM. THESE MUST BE RELATED TO THE DISTRICT/SCHOOL'S EPSS AND PROGRAM MODELS.

The percentage of ELL students in grades 3-6th scoring proficient or above in Reading will increase 20% from 43% to 63.00% by 2010 as measured by the New Mexico Standard Based Assessment.

The percentage of ELL students scoring proficient or above in Math will increase 18.1.00% from 35.9.00 %to 54.00% as measured by the New Mexico Standards-Based Assessment. All students include the subgroups , ELL, and Students with Disabilities.

The percentage of ELL students in grades K-6 reaching Fluent English Proficient will increase by 10% from 25% to 35% 2011 as measured by ACCESS.

Strategies: #1 ELL Students receive reading and writing instruction through Reader's and Writer's Workshop, #2 ELL students will receive content ELL strategies by a TESOL Endorsed teacher, #3 Qualifying ELL Students will receive Read 180 Intervention .

NOTE: PART II: Instructional Plan will be deferred to the 20th day.

STATE BILINGUAL MULTICULTURAL EDUCATION

2010-2011

I. SCHOOL INFORMATION

Each school official must complete an individual application.

SCHOOL	Riverside Elementary
Principal	Vicente Sanchez

Principal Signature _____

Email	vsanchez@qisd.k12.nm.us
Telephone	575-589-1663

IIB. SCHOOL PROJECTIONS

	Number of Participating Students Projected in School Program
1 Hour	
2 Hour	
3 Hour	509
TOTAL STUDENTS	509

NOTE: These numbers could differ from the actual numbers reported for the 20th Day

BILINGUAL MULTICULTURAL EDUCATION PROGRAM MODELS

Dual Language Immersion	YES
Maintenance	NO
Heritage	NO
Enrichment	NO
Transitional	YES

SCHOOL GOALS OF THE BILINGUAL MULTICULTURAL EDUCATION PROGRAM. THESE MUST BE RELATED TO THE DISTRICT/SCHOOL'S EPSS AND PROGRAM MODELS.

The percentage of ELL students scoring proficient or advanced as measured by the NMSBA will increase in Math by 32.40% from 34.60% to 67% (Required AMO for school year 2010-2011).

The percentage of ELL students scoring proficient or advanced as measured by the NMSBA will increase in Reading by 37% from 37% to 74% (Required AMO for school year 2010-2011).

A minimum of 35% of ELL students will make progress in English Language Acquisition as measured by the NMELPA (2010-2011 AMAO 1).

A minimum of 60% of ELL students will attain English Language Proficiency as measured by the NMELPA (2010-2011 AMAO 2).

NOTE: PART II: Instructional Plan will be deferred to the 20th day.

STATE BILINGUAL MULTICULTURAL EDUCATION

2010-2011

I. SCHOOL INFORMATION

Each school official must complete an individual application.

SCHOOL

Sunland Park Elementary

Principal

Linda Perez

Principal Signature _____

Email

lperez@qisd.k12.nm.us
--

Telephone

575-589-1114

IIB. SCHOOL PROJECTIONS

	Number of Participating Students Projected in School Program
1 Hour	
2 Hour	
3 Hour	153
TOTAL STUDENTS	153

NOTE: These numbers could differ from the actual numbers reported for the 20th Day

BILINGUAL MULTICULTURAL EDUCATION PROGRAM MODELS

Dual Language Immersion	NO
Maintenance	NO
Heritage	NO
Enrichment	NO
Transitional	YES

SCHOOL GOALS OF THE BILINGUAL MULTICULTURAL EDUCATION PROGRAM. THESE MUST BE RELATED TO THE DISTRICT/SCHOOL'S EPSS AND PROGRAM MODELS.

Strategic Objective 1: Identified ELL students in Grades K-12 will participate in the ACCESS for ELLs Language Proficiency Assessment annually. Strategic Objective 2: The number of ELL students making progress in English will maintain or increase from our 2009 percentage of 55%. Strategic Objective 3: The number of ELL students attaining proficiency in English will increase from 15% to 16%.

Campus Administrators will utilize the ESL/ELD checklist provided by the district to monitor a and insure the implementation of ESL with fidelity.

All ELL students will receive 30 minutes daily instruction of the software program, Imagine Learning.

Identified ELL students in grades K - 6th will participate in the ACCESS for ELL's Language Proficiency Assessment annually.

ELL students in grades 4th - 6th that score Nearing Proficient or Beginning Step in the NMSBA will be placed in READ 180.

NOTE: PART II: Instructional Plan will be deferred to the 20th day.

STATE BILINGUAL MULTICULTURAL EDUCATION

2010-2011

I. SCHOOL INFORMATION

Each school official must complete an individual application.

SCHOOL	Sunrise Elementary
Principal	Cecilia Doran

Principal Signature _____

Email	cdoran@gisd.k12.nm.us
Telephone	575-824-0060

Number of Participating Students Projected in School Program	
IIB. SCHOOL PROJECTIONS	
1 Hour	
2 Hour	
3 Hour	159
TOTAL STUDENTS	159

NOTE: These numbers could differ from the actual numbers reported for the 20th Day

BILINGUAL MULTICULTURAL EDUCATION PROGRAM MODELS

Dual Language Immersion	NO
Maintenance	NO
Heritage	NO
Enrichment	NO
Transitional	YES

SCHOOL GOALS OF THE BILINGUAL MULTICULTURAL EDUCATION PROGRAM. THESE MUST BE RELATED TO THE DISTRICT/SCHOOL'S EPSS AND PROGRAM MODELS.

The program goals of Sunrise ES which are aligned with the GISD district goals are for all our ELL students to achieve proficient levels in their English acquisition and to score at proficient or about on their NMSBA testing. These goals will be achieved through the proper identification of ELL students and their unique needs. Research based materials and programs will be implemented in the instruction of these students and we will maintain the fidelity of our EPSS goals.

NOTE: PART II: Instructional Plan will be deferred to the 20th day.

STATE BILINGUAL MULTICULTURAL EDUCATION

2010-2011

I. SCHOOL INFORMATION

Each school official must complete an individual application.

SCHOOL	Santa Teresa Elementary
Principal	Ralph Yturralde

Principal Signature _____

Email	rsyturralde@gisd.k12.nm.us
Telephone	575-589-3445

IIB. SCHOOL PROJECTIONS

	Number of Participating Students Projected in School Program
1 Hour	
2 Hour	
3 Hour	78
TOTAL STUDENTS	78

NOTE: These numbers could differ from the actual numbers reported for the 20th Day

BILINGUAL MULTICULTURAL EDUCATION PROGRAM MODELS

Dual Language Immersion	NO
Maintenance	NO
Heritage	NO
Enrichment	NO
Transitional	YES

SCHOOL GOALS OF THE BILINGUAL MULTICULTURAL EDUCATION PROGRAM. THESE MUST BE RELATED TO THE DISTRICT/SCHOOL'S EPSS AND PROGRAM MODELS.

Ensure that the social and academic language needs of bilingual students will be addressed through systematic and sustained sheltered instruction.

ELD will be delivered on a daily basis through content area instruction and after school tutoring. Ensure fidelity and efficacy of Architecture of Mini-Lessons for Reading and Writing Workshops to implement instruction. Also students will receive additional instruction through a computer based program called Imagine Learning.

NOTE: PART II: Instructional Plan will be deferred to the 20th day.

STATE BILINGUAL MULTICULTURAL EDUCATION

2010-2011

I. SCHOOL INFORMATION

Each school official must complete an individual application.

SCHOOL	Santa Teresa High School
Principal	James Kelch

Principal Signature _____

Email	jkelch@gisd.k12.nm.us
Telephone	575-589-5300

IIB. SCHOOL PROJECTIONS	
	Number of Participating Students Projected in School Program
1 Hour	
2 Hour	73
3 Hour	
TOTAL STUDENTS	73

NOTE: These numbers could differ from the actual numbers reported for the 20th Day

BILINGUAL MULTICULTURAL EDUCATION PROGRAM MODELS

Dual Language Immersion	NO
Maintenance	NO
Heritage	NO
Enrichment	NO
Transitional	YES

SCHOOL GOALS OF THE BILINGUAL MULTICULTURAL EDUCATION PROGRAM. THESE MUST BE RELATED TO THE DISTRICT/SCHOOL'S EPSS AND PROGRAM MODELS.

Literacy Strategies across the curriculum:

1. Word Attack for technical vocabulary in each content area
2. ACE Rubric for writing in each content area
3. Cornell Notes used in core areas

Numeracy Strategies across the curriculum:

1. Maps, Charts, and graphs in all content areas
2. Using measurement in all content areas

NOTE: PART II: Instructional Plan will be deferred to the 20th day.

STATE BILINGUAL MULTICULTURAL EDUCATION

2010-2011

I. SCHOOL INFORMATION

Each school official must complete an individual application.

SCHOOL	Santa Teresa Middle School
Principal	Rosa Lovelace

Principal Signature _____

Email	rlovelace@gisd.k12.nm.us
Telephone	575-874-7200

Number of Participating Students Projected in School Program	
IIB. SCHOOL PROJECTIONS	
1 Hour	
2 Hour	40
3 Hour	33
TOTAL STUDENTS	73

NOTE: These numbers could differ from the actual numbers reported for the 20th Day

BILINGUAL MULTICULTURAL EDUCATION PROGRAM MODELS

Dual Language Immersion	NO
Maintenance	NO
Heritage	NO
Enrichment	NO
Transitional	YES

SCHOOL GOALS OF THE BILINGUAL MULTICULTURAL EDUCATION PROGRAM. THESE MUST BE RELATED TO THE DISTRICT/SCHOOL'S EPSS AND PROGRAM MODELS.

Our goal, to develop proficiency in ELL students, in regards to English Language acquisition and performance to meet state standards.
STMS looks at student data to provide all the information we need to provide differentiated instruction for ELL students in the four domains of Language; listening, speaking, reading and writing.

- *Differentiated instruction through implementation of Balanced Literacy with fidelity.
- *The use of AVID Strategies to include intensive reading across the content areas implemented school wide
- *Language Objectives implemented for ELL students across the curriculum
- *ELD classrooms in 7th and 8th to address specific ELL student needs
- *Rossetta Stone Computer Software to support English Language Acquisition
- *Apply ESL/ELD Language Academy training in classrooms

NOTE: PART II: Instructional Plan will be deferred to the 20th day.

STATE BILINGUAL MULTICULTURAL EDUCATION

2010-2011

I. SCHOOL INFORMATION

Each school official must complete an individual application.

SCHOOL

Vado Elementary

Principal

Lucia Servin

Principal Signature _____

Email

lservin@gisd.k12.nm.us
--

Telephone

575-233-2861

IIB. SCHOOL PROJECTIONS

	Number of Participating Students Projected in School Program
1 Hour	
2 Hour	
3 Hour	301
TOTAL STUDENTS	301

NOTE: These numbers could differ from the actual numbers reported for the 20th Day

BILINGUAL MULTICULTURAL EDUCATION PROGRAM MODELS

Dual Language Immersion	YES
Maintenance	NO
Heritage	NO
Enrichment	NO
Transitional	YES

SCHOOL GOALS OF THE BILINGUAL MULTICULTURAL EDUCATION PROGRAM. THESE MUST BE RELATED TO THE DISTRICT/SCHOOL'S EPSS AND PROGRAM MODELS.

According to the 2008-09 New Mexico Standards Based Assessment Vado Elementary did not meet AYP in Reading in the ELL Subgroup. As a result, Vado Elementary has been designated S-1 in Reading.

Based on our data analysis, following are the school's goals.

- #1. Monitor and provide additional support to all English Language Learners through school programs such as Lexia, ESL Block, and Read 180.
- #2. Implement more differentiated instruction in reading to meet the needs of English Language Learners.
- #3. All teachers need be TESOL endorsed to better differentiate and diversity instruction for our English Language Learners.
- #4. Reading goal team will monitor reading pre and post assessment results, on a quarterly basis for English Language Learners, in order to realign curriculum to reflect data.

NOTE: PART II: Instructional Plan will be deferred to the 20th day.