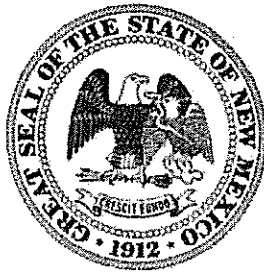


**State Bilingual Multicultural Education
PROGRAM AND FUNDING APPLICATION
for**

| |
|--|
| Gadsden High School |
| Gadsden Independent School District |
| 2015–2016 School Year |



**New Mexico Public Education Department
STATE BILINGUAL MULTICULTURAL EDUCATION
FUNDING APPLICATION 2015–2016
STATE BILINGUAL MULTICULTURAL EDUCATION APPLICATION**

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.

**PART I. INITIAL APPLICATION 2015–2016
SECTIONS TO REVIEW / COMPLETE**

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. District Projections/Signature Page

In this section, the district official must include the total membership from all schools participating in the program. This is based on the average of the STARS 80th and 120th Day counts of SY 2014-2015 for the following program year, SY 2015-2016.

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 submission deadline, please indicate this on the application and submit the application as soon as the meeting occurs.

III. School Information

This section requires contact information for the school official, projections (based on the average of the STARS 80th and 120th Day data for the 2014-2015 school 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 Learners (ELs) and other students to make progress and attain proficiency in English and the Home Language.

Please submit electronic copies of the application with scanned signatures to the WEB EPSS.

If further information is needed, please contact Dr. Icela Pelayo at icela.pelayo@state.nm.us, Dr. Elisabeth Valenzuela elisabeth.valenzuel@state.nm.us, Kirsi Laine at kirsi.laine@state.nm.us, or Sherri Green at sherrit.green@state.nm.us.

STATE BILINGUAL MULTICULTURAL EDUCATION APPLICATION

I. Assurances

All district, charter and school personnel (superintendent, principals, teachers, 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 Elementary and Secondary Act, as amended and the 1964 Office of Civil Rights Act.

6.32.2.10 PROGRAM ELIGIBILITY:

To be eligible for financial support, each program shall:

- A. provide for the educational needs of linguistically and culturally different students, including Native American children and other students who may wish to participate, in grades kindergarten through twelve, with priority to be given to programs in grades kindergarten through three, in any public school or any combination of public schools in a district;
- B. fund programs for culturally and linguistically different students in the state in grades kindergarten through three, for which there is an identifiable need to improve the language capabilities of both English and the home language of these students, before funding programs at higher grade levels;
- C. use two languages as mediums of instruction for any part or all of the curriculum of the grade levels within the program;
- D. establish a parent advisory committee, representative of the language and culture of the students, to assist and advice in the development, implementation, and evaluation of the program;
- E. provide procedures to ensure that parental notification is given annually prior to program placement; and
- F. provide personnel endorsed in bilingual education, TESOL, or certified in Native American language and culture. The secretary of education may authorize other personnel to implement programs if qualified personnel are not available by the submission of an approved program design that addresses recruitment, professional development, and staffing patterns.

6.32.2.11 PROGRAM APPROVAL:

The LEA shall:

- A. A public school district shall submit an initial application to the department by the date of the preceding school year as specified by the department for each school requesting program approval.
- B. The initial application shall include:
 - (1) projected number of students to be served; and
 - (2) signatures of superintendent, bilingual education/Title III coordinator, and school principal.
- C. The department shall review initial applications for approval. Districts with initially- approved applications shall submit by the 20th day of the target school year the following:
 - (1) annual measurable achievement objectives (AMAOs) for English and home language;
 - (2) instructional plan; and
 - (3) actual number of students to be served.

[6.32.2.11 NMAC - Rp, 6.32.2.13 NMAC, 11-30-05]

6.32.2.12 PROGRAM ELEMENT - INSTRUCTION:

- A. Public schools providing an approved bilingual multicultural education program shall include:
 - (1) instruction to attain language proficiency and literacy skills in two languages, one of which is English;
 - (2) sheltered content instruction;
 - (3) standardized curriculum that is aligned with the state academic content standards, benchmarks and performance standards; and
 - (4) instruction in the history and cultures of New Mexico.
- B. Public schools providing an approved Native American heritage language revitalization program shall include:

(1) instruction to attain language proficiency and literacy skills in English and a Native American language (where tribal language is written); for Native American languages that are oral only, the literacy component shall be measured only in the skill areas/domains of listening, speaking and comprehension;

(2) sheltered content instruction;

(3) standardized curriculum that is aligned with the state academic content standards, benchmarks and performance standards;

(4) instruction in the history and cultures of New Mexico Native American tribes and

(5) public schools providing a Native American heritage language revitalization program (or other approved bilingual education model) shall obtain appropriate approval from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children.

C. The following content areas shall be included in all programs:

(1) 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);

(2) modifications of instruction in the English language arts that address the developmental, linguistic and academic needs of students; and

(3) depending on the program model:

(a) content area instruction in two languages that utilizes the student's language, history, and/or culture; and/or

(b) fine arts instruction in two languages that utilizes the student's language, history, culture, and the arts traditions of his/her community.

D. All programs shall implement one or more of the following bilingual education models in the school program:

(1) dual language immersion: designed to develop:

(a) high academic achievement in two languages;

(b) additive bilingual and biliterate proficiency; and

(c) cross-cultural skills development.

(2) enrichment: designed to further develop the home language of fully English proficient students and to teach the cultures of the state;

(3) heritage language: designed to support and revitalize a student's native language and culture through oral and/or written language instruction; Native American language programs require approval from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children;

(4) maintenance: designed to develop and maintain proficiency and literacy in the primary or home language while developing a student's literacy and oral skills in English;

(5) transitional: designed to transfer students from home language instruction with gradual transition to an all-English curriculum.

[6.32.2.12 NMAC - Rp, 6.32.2.10 NMAC, 11-30-05]

6.32.2.13 PROGRAM ELEMENT - PROFESSIONAL DEVELOPMENT:

A. Public school districts shall provide professional development to teachers, teacher assistants, principals, bilingual directors or coordinators, associate superintendents, superintendents, other instructional personnel, and financial officers in the areas of:

(1) research-based bilingual/multicultural and/or language revitalization programs and implications for instruction;

(2) best practices of English as a second language (ESL); English language development (ELD) and bilingual/multicultural and/or language revitalization programs; and

(3) principles of language acquisition.

B. Bilingual/multicultural education or language revitalization programs shall be part of the district's professional development plan as required in Subsection E of Section 22-23-5 NMSA 1978. Bilingual educators, including teachers, instructional support personnel, principals, and program administrators,

will participate in professional development. Principals and program administrators shall participate in training that addresses program supervision.

[6.32.2.13 NMAC - Rp, 6.32.2.12 NMAC, 11-30-05]

6.32.2.14 PROGRAM ELEMENT - ASSESSMENT:

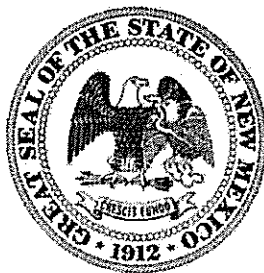
- A. Trained personnel shall administer state-approved language proficiency assessments in English and the home language annually until proficiency in each language is achieved.
 - B. Public school districts shall comply with federal assessment requirements, including Titles I and III of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) as amended and office for civil rights requirements.
 - C. Students enrolled in this program shall participate in the New Mexico standards-based assessment (NMSBA) program.
 - D. In those grades that students do not participate in the New Mexico standards-based assessment program, the public school district shall develop and implement an assessment and evaluation program.
- [6.32.2.14 NMAC - Rp, 6.32.2.11 NMAC, 11-30-05]

6.32.2.15 EVALUATION:

- A. To evaluate bilingual multicultural education program effectiveness and use of funds, each district shall maintain academic achievement and language proficiency data and update the data annually.
 - (1) Districts shall submit to the department an annual progress report.
 - (2) Reports shall be submitted by September 30th of the following year.
 - (3) The report shall include:
 - (a) verification that the program has identified and served students most in need (with priority given to K-3) based on language proficiency (English and home language) and academic achievement;
 - (b) a current analysis of assessment results by school and by model(s);
 - (c) data demonstrating that participating students have met the state targets for annual measurable achievement objectives (AMAOs); and
 - (d) an expenditure report from the general ledger on use of funds for the program.
 - B. The department shall compile and analyze the student data submitted by public school districts and shall report annually to the appropriate interim legislative committee.
- [6.32.2.15 NMAC - Rp, 6.32.2.14 NMAC, 11-30-05]

6.32.2.16 PROGRAM RENEWAL: The district annual report will be the indicator to determine the effectiveness of the program, and need for program renewal and/or modification. The following cycle will apply for evaluation of program effectiveness:

- A. after the first year (SY 2005-06), districts will report baseline data;
 - B. after the second year, districts shall submit a progress report, by school, indicating how schools met annual measurable achievement objectives from year one to year two; if data shows improvement, the public school district may continue the program as previously outlined in the initial or modified application;
 - C. after two consecutive years of the school's failing to make progress toward meeting AMAOs, the department shall:
 - (1) notify the public school district that the school has not demonstrated reasonable progress;
 - (2) assist the school in the development of an improvement plan; and
 - (3) provide technical assistance to the school and district.
 - D. after four consecutive years of the school's failure to make progress toward meeting AMAOs, the department shall:
 - (1) require the school to modify the curriculum, program, and method of instruction; or
 - (2) the program shall be redesigned, modified, or discontinued by the department.
- [6.32.2.16 NMAC - Rp, 6.32.2.15 NMAC, 11-30-05]



**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING
APPLICATION**

II: District Projection 2015–2016 and Signatures

Number of Participating Students Projected in the District Instructional Program Model(s)

| District Name: Gadsden Independent School District | | | | | |
|--|------------------------------|---------------------|---------------|-----------------------|---|
| Instructional Program Model | Instructional Hour(s) | Never EL (0) | EL (1) | Exited EL (≥2) | District Projection (Number of Students) |
| Dual Language (0,1, and ≥ 2) | 3 Hour | 500 | 1777 | 420 | 2697 |
| Maintenance (1 and ≥ 2) | | | | | |
| Heritage (0,1, and ≥ 2) | | | | | |
| Enrichment (0, and ≥ 2) | | | | | |
| Transitional (1 only) | 2 and 3 Hours | | 1174 | | 1174 |
| Total Students in Each Instructional Program Model | | | | | 3871 |

Note: These numbers could differ from the actual number reported for the 20th Day
Keys for Language Status: 0= Never EL; 1- Current EL; ≥2= EL Exit Year 1 and above

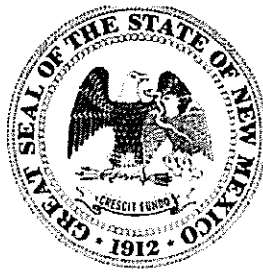
| | | | | |
|----------------------------|-------------------|--------------|---|---------------|
| Superintendent: | Signature: | Date: | Email: | Phone: |
| Efren Yturalde | | | eyturalde@gisd.k12.nm.us | 575-882-6200 |
| Finance Manager: | Signature: | Date: | Email: | Phone: |
| Steve Suggs | | | ssuggs@gisd.k12.nm.us | 575-882-6241 |
| Bilingual Director: | Signature: | Date: | Email: | Phone: |
| Susan Yturalde | | | sytturalde@gisd.k12.nm.us | 575-822-6267 |

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that: 1) the information he/she has read in the application package is understood; 2) that the information is accurate; and 3) that the application is complete and he/she certifies compliance with the assurances. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

SCHOOL BOARD MEETING/BOARD PRESIDENT'S SIGNATURE

| | |
|-------------------|--------------|
| Signature: | Date: |
| | |

Applications will be reviewed in the order that they are submitted. We encourage you to submit your plan as soon as possible, but no later than **June 15, 2015**.



**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING
APPLICATION**

II: School Projection 2015–2016 and Signatures

Number of Participating Students Projected in the School Instructional Program Model(s)

| | | | |
|--|------------------------------|--|--|
| District Name: Gadsden Independent School District | | School Name: Gadsden High School | |
| Instructional Program Model | Instructional Hour(s) | School Projection | |
| Dual Language | | | |
| Maintenance | | | |
| Heritage | | | |
| Enrichment | | | |
| Transitional | 2 and 3 hour program | 57 | |
| Total Bilingual Students in All Program Models | | 57 | |

Note: These numbers could differ from the actual number reported for the 20th Day.

| | | | | |
|--|------------------------|--------------|-----------------------|----------------|
| Principal: | Signature: | Date: | Email: | Phone: |
| Hector Giron | <i>Hector Giron</i> | 5/4/15 | hgiron@gisd.k12.nm.us | 575-882-6300 |
| Parent Advisory Committee (PAC) Representative: | Signature: | Date: | Email: | Phone: |
| | <i>Rita Correa</i> | 5/04/2015 | tita1963@yahoo.com | (915) 346-2013 |
| Bilingual Director: | Signature: | Date: | Email: | Phone: |
| Susan Yturralde | <i>Susan Yturralde</i> | 5-04-15 | syturralde@gisd.nm.us | 575-882-6267 |

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that 1) the information he/she has read in the application package is understood 2) that the information is accurate; 3) that the application is complete and he/she certifies compliance with the assurances. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

Applications will be reviewed in the order that they are submitted. We encourage you to submit your plan as soon as possible, but no later than June 15, 2015.

PRIOR YEAR GOALS

Were program criteria during SY 2014–2015 met? YES _____ NO _____ PARTIALLY _____ X _____

What were the strengths of your bilingual program?

Effective collaboration among the team of staff members, (Rosalba Durr-District Bilingual Instructional Specialist, Jessica Schaid-Campus Instructional Coach, and the Administrative Team and the teachers serving our bilingual students)

English Language Learners student rosters are provided to all teachers who have ELL's in their classrooms.

Professional Development on TESOL strategies provided to all teachers during Professional Learning Communities meetings.

Professional Development provided on the mining of ELL student data from the Data Driven website for teacher use in planning their instruction and interventions.

SBA/PARCC accommodation forms provided to all teachers with ELL students on their rosters.

What were the challenges of your bilingual program?

Teacher documentation of differentiated instruction and interventions for ELL's on their lesson plans.

Teacher documentation of contact with parent.

Graduating new comers in 4 years.

If you did not meet your program goals, what will the district/school do to ensure that they are met?

The Campus Administrative Team will monitor the lesson plans and other documentation on a weekly basis to ensure the implementation of best instructional practices for ELL's

The Campus Administrative Team will focus on teacher's implementation of best instructional practices for all students, with a special emphasis in how they are meeting the instructional needs of ELL students.

Lesson plan format will be redesigned so that the differentiation of instruction for ELL students is clearly documented. Lesson plan will require a weekly reflection by teachers on their successes and challenges in serving their ELL students.

Professional development will be delivered during the summer of 2015 and during PLC time during the 2015-16 school year by the Campus Instructional Coach and the District Bilingual Instructional Specialist focused on the effective implementation of ELD Standards (WIDA).

All ELL student grades will be monitored at Progress Report times and at the end of each grading period. Teachers will document parent contact and their interventions for ELL students who are not thriving academically.

How will you ensure that funds will be aligned so that statutory program goals are met?

Funding is non-categorical and is managed through Central Office. The funds are invested in supplemental materials, professional development, and stipends for Bilingually certified teachers.

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION
2015-2016**

III. SCHOOL PROGRAM INFORMATION

| School Site: Gadsden High School | | | | |
|---|---------------------------|---|---|-----------------------|
| SMART Goals: <u>Specific</u>, <u>Measureable</u>, <u>Agreed-upon</u>, <u>Realistic</u>, <u>Time-Based</u> | | | | |
| A. School Goals of the Bilingual Multicultural Education Program Model | | | | |
| Goal 1: English Proficiency (To include students making progress in learning English, and attaining English proficiency-ACCESS for ELLs© Data) | | | | |
| a) What are the trends in your ACCESS for ELLs© Data? The trend is that Gadsden High School had historically met AMAO's 1. The school has historically met or exceeded the annual percentage of student who are making progress in English. We expect to meet or exceed the goal for 15-16 school year as set by the state (52%). | | | | |
| b) Based on the ACCESS for ELLs© data trends, what is the projected growth you expect EL students to make with current data? We expect a 10 % percentage gain towards the target goal established by the state from 46% to 56%. | | | | |
| c) What action steps and/or activities will you implement to meet the growth stated above? | | | | |
| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
| ELD (WIDA) Standards Academy for Teachers | June and July 2015 | Administration and Bilingual Department | PAL teachers. A minimum of two teachers per department | |
| ELD (WIDA) Standards Academy for Administrators | July 2015 | Administration and Bilingual Department | All campus administrators | |
| Professional Learning Communities-lead by the Campus Instructional Coach. Focused on implementation of ELD standards, best instructional practices, and data mining and usage to design and deliver instruction | August 2015- January 2016 | Administration, District Bilingual Instructional Specialist, PAL Teachers, Campus Instructional Coach | All teachers | |
| Correct Placement of PAL Level 2 and 3 students in the appropriate ELD classes | June, July, and August. | Administration, District Bilingual Instructional Specialist, PAL Teachers, Counselors | Administration, District Bilingual Instructional Specialist, PAL Teachers, Counselors | |

| Goal 2: Home Language Proficiency | | | | |
|---|---|---|---|-----------------------|
| a) What are the trends in the program’s Target (home/heritage) Language Proficiency data? PAL students arrive proficient in their native language-Spanish. | | | | |
| b) Based on the Target (home/heritage) Language Proficiency data trends, what is the projected growth you expect <u>all</u> students in program to make, based on current data? 100 % of PAL students will achieve proficiency on the Woodcock Munoz Language Survey. | | | | |
| c) What action steps and/or activities will you implement to meet the growth stated above? | | | | |
| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
| The Spanish Language Department will assess and place PAL students in Spanish classes that will continue to challenge their development in Spanish | February 2015 during ICAT August September 2015 Ongoing as per the required identification and assessment schedule. | Administration, Spanish Language Department Staff, Counselors | Administration, Spanish Language Department Staff, Counselors | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Goal 3: Academic Achievement in Reading

a) What are the trends in your reading Standards-based Assessment/short-cycle data?

Historically, the campus has not met the annual goal of achievement proficiency of ELL students for 3 years or more.

b) Based on the Standards-based Assessment/short-cycle reading data trends, what is the projected growth you expect ALL students in program to make based on current data?

The goal in reading is to make a 10 % percentage point gain towards the target goal established by the state. Currently, we are at 29% in Reading SGT.

c) What action steps and/or activities will you implement to meet the growth stated above?

| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
|---|--------------------|--|--|----------------|
| ELD (WIDA) Standards Academy for Teachers | June and July 2015 | Administration and Bilingual Department | PAL teachers. A minimum of two teachers per department | |
| Professional Learning Community meetings lead by the Campus Instructional Coach during teacher prep period. | Weekly | Administration, Campus Instructional Coach | PAL/ELD teachers, | |
| Establish a Reading Committee in August and develop a schedule of events promoting reading on the campus for the 2015-16 school year. | Monthly | Administration, Campus Instructional Coach, Librarian, and Committee Members to include students and parents | PAL/ELD students | |

B. Parent and Community Involvement: Activities, Detailed Description of Proposed Activities, Timeline, Person(s) Involved

| Detailed Description of Proposed Activities to Reach Goals | Timeline | Responsibility | Participants | Funding Amount |
|---|-----------|--|-------------------|----------------|
| Notification to parents of student placement in the program. | Fall 2015 | Administration | Parents, students | |
| Notify parents regarding student progress with mid-nine weeks progress reports and nine weeks reports cards | Quarterly | Administration, ICAT teacher, Counselors | Parents, students | |
| Annual review of data on student progress and program effectiveness | May 2016 | Administration, Department Chairs and Co-Chairs, Counselors, ICAT Teachers | Parents, students | |

Goal 4: Academic Achievement in Math** Only complete for 3-hour programs in which Math is the Content Area**

a) What are the trends in your math Standards-based Assessment/short-cycle data?

b) Based on the Standards-based Assessment/short-cycle math data trends, what is the projected growth you expect all students in program to make based on current data?

c) What action steps and/or activities will you implement to meet the growth stated above?

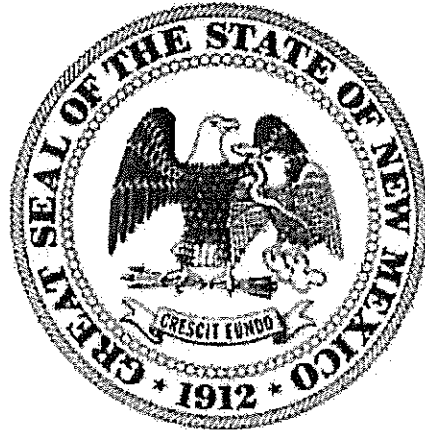
| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
|--|----------|----------------|--------------|----------------|
| | | | | |
| | | | | |

B. Parent and Community Involvement: Activities, Detailed Description of Proposed Activities, Timeline, Person(s) Involved

| Detailed Description of Proposed Activities to Reach Goals | Timeline | Responsibility | Participants | Funding Amount |
|--|----------|----------------|--------------|----------------|
| | | | | |

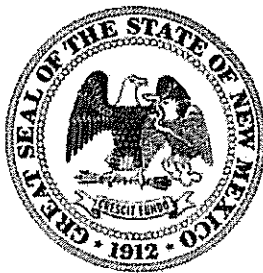
APPENDIX A: Summary of Bilingual Education Program Models Bilingual Education/Title III

| | | | | |
|---|--|---|--|---|
| <p>A program model is the method (and services) the district will use to ensure that all students placed in bilingual multicultural education programs receive proper instruction. The model serves as the foundation for determination of the number of hours a student is placed in. There are five program models funded by the state The five models are- Dual Language, Maintenance, Enrichment, Heritage, and Transitional. A school may use more than one model to serve the individual needs of its students.</p> | | | | |
| Dual Language Immersion | Maintenance | Enrichment | Heritage | Transitional |
| EL/Exited ELs/Never ELs | EL students/Exited ELs | EL students/Never ELs | EL students/Never ELs | EL students <u>only</u> |
| Instructional Time: | Instructional Time: | Instructional Time: | Instructional Time: | Instructional Time: |
| Three hours per day for each language, including all subject areas | Two to three hours per day | One to two hours per day | One to two hours per day | Two to three hours per day |
| Required Courses: | Required Courses: | Required Courses: | Required Courses: | Required Courses: |
| Minimum of three hours in the home language (Language Arts and content area) and three hours in English, including ESL for EL students. | One hour of home language and one hour of ESL. Optional and/or Additional Courses: May have one additional hour of the target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). | One hour of home language. Optional and/or Additional Courses: May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). | One hour of heritage language and one hour of ESL for ELL students. Optional and/or Additional Courses: May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). | One hour of home language and one hour of ESL/ELD. Optional and/or Additional Courses: May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). |
| Purpose: | Purpose: | Purpose: | Purpose: | Purpose: |
| All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate Language 1 and Language 2. |



**State Bilingual Multicultural Education
PROGRAM AND FUNDING APPLICATION
for**

| |
|--|
| Gadsden Middle School |
| Gadsden Independent School District |
| 2015–2016 School Year |



**New Mexico Public Education Department
STATE BILINGUAL MULTICULTURAL EDUCATION
FUNDING APPLICATION 2015–2016
STATE BILINGUAL MULTICULTURAL EDUCATION APPLICATION**

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.

**PART I. INITIAL APPLICATION 2015–2016
SECTIONS TO REVIEW / COMPLETE**

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. District Projections/Signature Page

In this section, the district official must include the total membership from all schools participating in the program. This is based on the average of the STARS 80th and 120th Day counts of SY 2014-2015 for the following program year, SY 2015-2016.

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 submission deadline, please indicate this on the application and submit the application as soon as the meeting occurs.

III. School Information

This section requires contact information for the school official, projections (based on the average of the STARS 80th and 120th Day data for the 2014-2015 school 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 Learners (ELs) and other students to make progress and attain proficiency in English and the Home Language.

Please submit electronic copies of the application with scanned signatures to the WEB EPSS.

If further information is needed, please contact Dr. Icela Pelayo at icela.pelayo@state.nm.us, Dr. Elisabeth Valenzuela elisabeth.valenzuel@state.nm.us, Kirsi Laine at kirsi.laine@state.nm.us, or Sherri Green at sherrit.green@state.nm.us.

STATE BILINGUAL MULTICULTURAL EDUCATION APPLICATION

I. Assurances

All district, charter and school personnel (superintendent, principals, teachers, 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 Elementary and Secondary Act, as amended and the 1964 Office of Civil Rights Act.

6.32.2.10 PROGRAM ELIGIBILITY:

To be eligible for financial support, each program shall:

- A. provide for the educational needs of linguistically and culturally different students, including Native American children and other students who may wish to participate, in grades kindergarten through twelve, with priority to be given to programs in grades kindergarten through three, in any public school or any combination of public schools in a district;
- B. fund programs for culturally and linguistically different students in the state in grades kindergarten through three, for which there is an identifiable need to improve the language capabilities of both English and the home language of these students, before funding programs at higher grade levels;
- C. use two languages as mediums of instruction for any part or all of the curriculum of the grade levels within the program;
- D. establish a parent advisory committee, representative of the language and culture of the students, to assist and advice in the development, implementation, and evaluation of the program;
- E. provide procedures to ensure that parental notification is given annually prior to program placement; and
- F. provide personnel endorsed in bilingual education, TESOL, or certified in Native American language and culture. The secretary of education may authorize other personnel to implement programs if qualified personnel are not available by the submission of an approved program design that addresses recruitment, professional development, and staffing patterns.

6.32.2.11 PROGRAM APPROVAL:

The LEA shall:

- A. A public school district shall submit an initial application to the department by the date of the preceding school year as specified by the department for each school requesting program approval.
- B. The initial application shall include:
 - (1) projected number of students to be served; and
 - (2) signatures of superintendent, bilingual education/Title III coordinator, and school principal.
- C. The department shall review initial applications for approval. Districts with initially- approved applications shall submit by the 20th day of the target school year the following:
 - (1) annual measurable achievement objectives (AMAOs) for English and home language;
 - (2) instructional plan; and
 - (3) actual number of students to be served.

[6.32.2.11 NMAC - Rp, 6.32.2.13 NMAC, 11-30-05]

6.32.2.12 PROGRAM ELEMENT - INSTRUCTION:

- A. Public schools providing an approved bilingual multicultural education program shall include:
 - (1) instruction to attain language proficiency and literacy skills in two languages, one of which is English;
 - (2) sheltered content instruction;
 - (3) standardized curriculum that is aligned with the state academic content standards, benchmarks and performance standards; and
 - (4) instruction in the history and cultures of New Mexico.
- B. Public schools providing an approved Native American heritage language revitalization program shall include:

(1) instruction to attain language proficiency and literacy skills in English and a Native American language (where tribal language is written); for Native American languages that are oral only, the literacy component shall be measured only in the skill areas/domains of listening, speaking and comprehension;

(2) sheltered content instruction;

(3) standardized curriculum that is aligned with the state academic content standards, benchmarks and performance standards;

(4) instruction in the history and cultures of New Mexico Native American tribes and

(5) public schools providing a Native American heritage language revitalization program (or other approved bilingual education model) shall obtain appropriate approval from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children.

C. The following content areas shall be included in all programs:

(1) 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);

(2) modifications of instruction in the English language arts that address the developmental, linguistic and academic needs of students; and

(3) depending on the program model:

(a) content area instruction in two languages that utilizes the student's language, history, and/or culture; and/or

(b) fine arts instruction in two languages that utilizes the student's language, history, culture, and the arts traditions of his/her community.

D. All programs shall implement one or more of the following bilingual education models in the school program:

(1) dual language immersion: designed to develop:

(a) high academic achievement in two languages;

(b) additive bilingual and biliterate proficiency; and

(c) cross-cultural skills development.

(2) enrichment: designed to further develop the home language of fully English proficient students and to teach the cultures of the state;

(3) heritage language: designed to support and revitalize a student's native language and culture through oral and/or written language instruction; Native American language programs require approval from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children;

(4) maintenance: designed to develop and maintain proficiency and literacy in the primary or home language while developing a student's literacy and oral skills in English;

(5) transitional: designed to transfer students from home language instruction with gradual transition to an all-English curriculum.

[6.32.2.12 NMAC - Rp, 6.32.2.10 NMAC, 11-30-05]

6.32.2.13 PROGRAM ELEMENT - PROFESSIONAL DEVELOPMENT:

A. Public school districts shall provide professional development to teachers, teacher assistants, principals, bilingual directors or coordinators, associate superintendents, superintendents, other instructional personnel, and financial officers in the areas of:

(1) research-based bilingual/multicultural and/or language revitalization programs and implications for instruction;

(2) best practices of English as a second language (ESL); English language development (ELD) and bilingual/multicultural and/or language revitalization programs; and

(3) principles of language acquisition.

B. Bilingual/multicultural education or language revitalization programs shall be part of the district's professional development plan as required in Subsection E of Section 22-23-5 NMSA 1978. Bilingual educators, including teachers, instructional support personnel, principals, and program administrators,

will participate in professional development. Principals and program administrators shall participate in training that addresses program supervision.

[6.32.2.13 NMAC - Rp, 6.32.2.12 NMAC, 11-30-05]

6.32.2.14 PROGRAM ELEMENT - ASSESSMENT:

A. Trained personnel shall administer state-approved language proficiency assessments in English and the home language annually until proficiency in each language is achieved.

B. Public school districts shall comply with federal assessment requirements, including Titles I and III of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) as amended and office for civil rights requirements.

C. Students enrolled in this program shall participate in the New Mexico standards-based assessment (NMSBA) program.

D. In those grades that students do not participate in the New Mexico standards-based assessment program, the public school district shall develop and implement an assessment and evaluation program.

[6.32.2.14 NMAC - Rp, 6.32.2.11 NMAC, 11-30-05]

6.32.2.15 EVALUATION:

A. To evaluate bilingual multicultural education program effectiveness and use of funds, each district shall maintain academic achievement and language proficiency data and update the data annually.

(1) Districts shall submit to the department an annual progress report.

(2) Reports shall be submitted by September 30th of the following year.

(3) The report shall include:

(a) verification that the program has identified and served students most in need (with priority given to K-3) based on language proficiency (English and home language) and academic achievement;

(b) a current analysis of assessment results by school and by model(s);

(c) data demonstrating that participating students have met the state targets for annual measurable achievement objectives (AMAOs); and

(d) an expenditure report from the general ledger on use of funds for the program.

B. The department shall compile and analyze the student data submitted by public school districts and shall report annually to the appropriate interim legislative committee.

[6.32.2.15 NMAC - Rp, 6.32.2.14 NMAC, 11-30-05]

6.32.2.16 PROGRAM RENEWAL: The district annual report will be the indicator to determine the effectiveness of the program, and need for program renewal and/or modification. The following cycle will apply for evaluation of program effectiveness:

A. after the first year (SY 2005-06), districts will report baseline data;

B. after the second year, districts shall submit a progress report, by school, indicating how schools met annual measurable achievement objectives from year one to year two; if data shows improvement, the public school district may continue the program as previously outlined in the initial or modified application;

C. after two consecutive years of the school's failing to make progress toward meeting AMAOs, the department shall:

(1) notify the public school district that the school has not demonstrated reasonable progress;

(2) assist the school in the development of an improvement plan; and

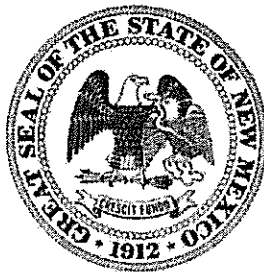
(3) provide technical assistance to the school and district.

D. after four consecutive years of the school's failure to make progress toward meeting AMAOs, the department shall:

(1) require the school to modify the curriculum, program, and method of instruction; or

(2) the program shall be redesigned, modified, or discontinued by the department.

[6.32.2.16 NMAC - Rp, 6.32.2.15 NMAC, 11-30-05]



**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING
APPLICATION**

II: District Projection 2015–2016 and Signatures

Number of Participating Students Projected in the District Instructional Program Model(s)

| District Name: Gadsden Independent School District | | | | | |
|--|------------------------------|---------------------|---------------|-----------------------|---|
| Instructional Program Model | Instructional Hour(s) | Never EL (0) | EL (1) | Exited EL (≥2) | District Projection (Number of Students) |
| Dual Language (0,1, and ≥ 2) | 3 Hour | 500 | 1777 | 420 | 2697 |
| Maintenance (1 and ≥ 2) | | | | | |
| Heritage (0,1, and ≥ 2) | | | | | |
| Enrichment (0, and ≥ 2) | | | | | |
| Transitional (1 only) | 2 and 3 Hours | | 1174 | | 1174 |
| Total Students in Each Instructional Program Model | | | | | 3871 |

Note: These numbers could differ from the actual number reported for the 20th Day
Keys for Language Status: 0= Never EL; 1- Current EL; ≥2= EL Exit Year 1 and above

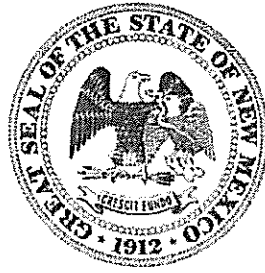
| Superintendent: | Signature: | Date: | Email: | Phone: |
|----------------------------|-------------------|--------------|--------------------------|---------------|
| Efren Yturalde | | | eyturalde@gisd.k12.nm.us | 575-882-6200 |
| Finance Manager: | Signature: | Date: | Email: | Phone: |
| Steve Suggs | | | ssuggs@gisd.k12.nm.us | 575-882-6241 |
| Bilingual Director: | Signature: | Date: | Email: | Phone: |
| Susan Yturalde | | | syturalde@gisd.k12.nm.us | 575-822-6267 |

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that: 1) the information he/she has read in the application package is understood; 2) that the information is accurate; and 3) that the application is complete and he/she certifies compliance with the assurances. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

SCHOOL BOARD MEETING/BOARD PRESIDENT’S SIGNATURE

| | |
|-------------------|--------------|
| Signature: | Date: |
| | |

Applications will be reviewed in the order that they are submitted. We encourage you to submit your plan as soon as possible, but no later than **June 15, 2015**.



**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING
APPLICATION**

II: School Projection 2015–2016 and Signatures

Number of Participating Students Projected in the School Instructional Program Model(s)

| | | | |
|--|------------------------------|--|--|
| District Name: Gadsden Independent School District | | School Name: Gadsden Middle School | |
| Instructional Program Model | Instructional Hour(s) | School Projection | |
| Dual Language | | | |
| Maintenance | | | |
| Heritage | | | |
| Enrichment | | | |
| Transitional | 2 and 3 hour program | 49 | |
| Total Bilingual Students in All Program Models | | 49 | |

Note: These numbers could differ from the actual number reported for the 20th Day.

| | | | | |
|--|--------------------------|--------------|--------------------------|---------------|
| Principal: | Signature: | Date: | Email: | Phone: |
| Veronica Quiñonez | <i>Veronica Quiñonez</i> | 05-01-2015 | vquinonez@gisd.k12.nm.us | 575-882-2372 |
| Parent Advisory Committee (PAC) Representative: | Signature: | Date: | Email: | Phone: |
| | <i>Nancy Dirigens</i> | 5-1-2015 | ntinajero77@yahoo.com | 915-740-1643 |
| Bilingual Director: | Signature: | Date: | Email: | Phone: |
| Susan Yturalde | <i>S. Yturalde</i> | 5-1-15 | syturalde@gisd.nm.us | 575-882-6267 |

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that 1) the information he/she has read in the application package is understood 2) that the information is accurate; 3) that the application is complete and he/she certifies compliance with the assurances. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

Applications will be reviewed in the order that they are submitted. We encourage you to submit your plan as soon as possible, but no later than **June 15, 2015**.

PRIOR YEAR GOALS

Were program criteria during SY 2014–2015 met? YES _____ NO _____ PARTIALLY X

What were the strengths of your bilingual program?

- GMS bilingual program is for newcomers and is staffed with TESOL and Bilingual-endorsed teachers.
- Teachers focus on the content and ELD standards and benchmarks.
- They use differentiating instruction in all four language domains and analyzing data.

What were the challenges of your bilingual program?

- The challenge of our bilingual program was to meet all three AMAO goals. In 2014, GMS met the Reading at 76% and did not meet it in Mathematics at 52%.

If you did not meet your program goals, what will the district/school do to ensure that they are met?

- Gadsden Middle will focus in raising AMAO1 from 27% to 50%.
- In AMAO II will continue to monitor progress to meet and exceed 12%.
- In AMAO III will continue to monitor progress to meet 65.3% in Reading and 60% in Math in SY 2015-16.
- To follow the District Curriculum and look at data and students needs. GMS ELD/ESL Teachers will teach the students the ELD standards and benchmarks. We will provide continuous professional development to all staff so that research-based ESL/ELD strategies will be used in every content area.

STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION
2015-2016

III. SCHOOL PROGRAM INFORMATION

| School Site: Gadsden Middle School | | | | |
|---|-----------|---------------------------------------|---|----------------|
| SMART Goals: <u>S</u>pecific, <u>M</u>easurable, <u>A</u>greed-upon, <u>R</u>ealistic, <u>T</u>ime-Based | | | | |
| A. School Goals of the Bilingual Multicultural Education Program Model | | | | |
| Goal 1: English Proficiency (To include students making progress in learning English, and attaining English proficiency-ACCESS for ELLs© Data) | | | | |
| <p>a) What are the trends in your ACCESS for ELLs© Data? In order for GMS to make the goal 1, Making Progress and attaining proficiency, we will analyze the ACCESS data for 2015-16 and locate areas of strength and weakness. We will teach differentiated instruction to meet the student's needs and understand their listening, speaking, reading, and writing levels. Teachers will also use these strategies across content. SLRT will monitor student's growth.</p> | | | | |
| <p>b) Based on the ACCESS for ELLs© data trends, what is the projected growth you expect EL students to make with current data? To grow from 27% to 50% to meet AMAO I-Making Progress. To monitor progress to exceed 12% for AMAO II-Attaining Proficiency, and to monitor progress to meet 65.3% for AMAO III.</p> | | | | |
| c) What action steps and/or activities will you implement to meet the growth stated above? | | | | |
| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
| Provide regular staff meetings to review progress of students. Staff will identify and implement strategies for students in need of improving. | 2015-2016 | SLRT Committee Administration | Instructional Coach, Teachers, Administration | |
| GMS will use Language Arts teachers who appropriately endorsed in TESOL or Bilingual Educational to teach ELL students. Provide continuous professional development to all staff so that research-based ESL/ELD strategies will be used in every content area. | 2015-2016 | Instructional Coach Administration | PAL/ESL Teachers | |

| | | | | |
|--|-----------|---------------------------------------|------------------|--|
| Implement ELD standards and benchmarks aligned with Common Core Standards | 2015-2016 | Instructional Coach | PAL/ESL Teachers | |
| Emphasize vocabulary development across content areas PAL/ESL classes | 2015-2016 | Instructional Coach | PAL/ESL Teachers | |
| Implement intervention program: Imagine Learning | 2015-2016 | Instructional Coach Administration | PAL/ESL Teachers | |

Goal 2: Home Language Proficiency

a) What are the trends in the program’s Target (home/heritage) Language Proficiency data?

Students, who are placed in the PAL program at GMS, enter proficient in Spanish. We will analyze the levels of each student’s Woodcock Munoz data.

b) Based on the Target (home/heritage) Language Proficiency data trends, what is the projected growth you expect all students in program to make, based on current data?

Students will attain a level 4 in their home language assessment Woodcock-Munoz within their first year of placement in the PAL program.

c) What action steps and/or activities will you implement to meet the growth stated above?

| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
|--|-----------------|---|--|-----------------------|
| Spanish Teacher will monitor and used differentiated instruction and student growth. | 2015-2016 | Instructional Coach and Spanish Teacher | Spanish Teacher Students | 0 |
| Bilingual Content Teachers will provide ELD strategies and follow ELD standards and benchmarks. | 2015-2016 | Instructional Coach and Content Teacher | Bilingual Content Teachers Students | 0 |
| | | | | |
| | | | | |
| | | | | |

Goal 3: Academic Achievement in Reading**a) What are the trends in your reading Standards-based Assessment/short-cycle data?**

By analyzing data and maintain school growth targets of 76% or meet at 65.3%, GMS will use Language Arts teachers who are appropriately endorsed in TESOL or Bilingual Educational to teach ELL students. Provide continuous professional development to all staff so that research based ESL/ELD strategies will be used in every content area.

b) Based on the Standards-based Assessment/short-cycle reading data trends, what is the projected growth you expect ALL students in program to make based on current data?

GMS met this goal at 76%. To maintain growth or meet the required percentage of 69.7% in SY 2015-16.

c) What action steps and/or activities will you implement to meet the growth stated above?

| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
|--|-----------|-------------------------------------|------------------|----------------|
| Implement ELD standards and benchmarks aligned with Common Core Standards and Lucy Calkins Units of Study. | 2015-2016 | Instructional Coach, Administration | PAL/ESL Teachers | 0 |
| Emphasize vocabulary development across content areas PAL/ESL classes. | 2015-2016 | Instructional Coach, Administration | PAL/ESL Teachers | 0 |
| Implement Imagine Learning Intervention Program | 2015-2016 | Instructional Coach, Administration | PAL/ESL Teachers | 0 |
| | | | | |
| | | | | |

B. Parent and Community Involvement: Activities, Detailed Description of Proposed Activities, Timeline, Person(s) Involved

| Detailed Description of Proposed Activities to Reach Goals | Timeline | Responsibility | Participants | Funding Amount |
|--|---------------------------|----------------------------------|----------------------|----------------|
| Academic Improvement Plan(AIP) | Spring and Fall 2015-2016 | PAL/ESL Teachers ELD Teachers | Parents and students | 0 |
| Literacy Night | 2015-2016 | Administration Teachers | Parents and students | 0 |
| ICAT | 2015-2016 | PAL/ESL Teachers | Parents and students | 0 |
| Numeracy Night | 2015-2016 | Administration Teachers | Parents and students | 0 |

Goal 4: Academic Achievement in Math** Only complete for 3-hour programs in which Math is the Content Area**

a) What are the trends in your math Standards-based Assessment/short-cycle data?

By analyzing data and maintaining school growth targets of 60.0%, GMS will use Math teachers who are appropriately endorsed in TESOL or Bilingual Educational to teach ELL students. Provide continuous professional development to all staff so that research based ESL/ELD strategies will be used in every content area.

b) Based on the Standards-based Assessment/short-cycle math data trends, what is the projected growth you expect all students in program to make based on current data?

To make the goal from 52% to 60%. To maintain growth or meet the required percentage of 60% in SY 2015-16.

c) What action steps and/or activities will you implement to meet the growth stated above?

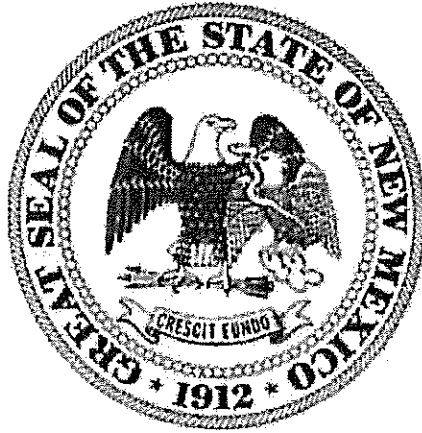
| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
|---|-----------|-------------------------------------|--------------|------------------|
| Implement ELD standards and benchmarks aligned with Common Core Standards . | 2015-2016 | Instructional Coach, Administration | PAL Teachers | 0 |
| Emphasize vocabulary development across content areas PAL/ESL classes. | 2015-2016 | Instructional Coach, Administration | PAL Teacher | 0 |
| Implement: First In Math | 2015-2016 | Instructional Coach, Administration | PAL Teacher | GISD Allocations |

B. Parent and Community Involvement: Activities, Detailed Description of Proposed Activities, Timeline, Person(s) Involved

| Detailed Description of Proposed Activities to Reach Goals | Timeline | Responsibility | Participants | Funding Amount |
|--|---------------------------|----------------------------------|----------------------|----------------|
| Academic Improvement Plan(AIP) | Spring and Fall 2015-2016 | PAL/ESL Teachers ELD Teachers | Parents and students | 0 |
| Literacy Night | 2015-2016 | Administration Teachers | Parents and students | 0 |
| ICAT | 2015-2016 | PAL/ESL Teachers | Parents and students | 0 |
| Numeracy Night | 2015-2016 | Administration Teachers | Parents and students | 0 |

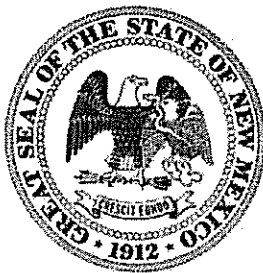
APPENDIX A: Summary of Bilingual Education Program Models Bilingual Education/Title III

| | | | | |
|---|--|---|--|---|
| <p>A program model is the method (and services) the district will use to ensure that all students placed in bilingual multicultural education programs receive proper instruction. The model serves as the foundation for determination of the number of hours a student is placed in. There are five program models funded by the state The five models are- Dual Language, Maintenance, Enrichment, Heritage, and Transitional. A school may use more than one model to serve the individual needs of its students.</p> | | | | |
| Dual Language Immersion | Maintenance | Enrichment | Heritage | Transitional |
| EL/Exited ELs/Never ELs | EL students/Exited ELs | EL students/Never ELs | EL students/Never ELs | EL students <u>only</u> |
| Instructional Time: | Instructional Time: | Instructional Time: | Instructional Time: | Instructional Time: |
| Three hours per day for each language, including all subject areas | Two to three hours per day | One to two hours per day | One to two hours per day | Two to three hours per day |
| Required Courses: | Required Courses: | Required Courses: | Required Courses: | Required Courses: |
| Minimum of three hours in the home language (Language Arts and content area) and three hours in English, including ESL for EL students. | One hour of home language and one hour of ESL. Optional and/or Additional Courses: May have one additional hour of the target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). | One hour of home language. Optional and/or Additional Courses: May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). | One hour of heritage language and one hour of ESL for ELL students. Optional and/or Additional Courses: May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). | One hour of home language and one hour of ESL/ELD. Optional and/or Additional Courses: May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). |
| Purpose: | Purpose: | Purpose: | Purpose: | Purpose: |
| All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate Language 1 and Language 2. |



**State Bilingual Multicultural Education
PROGRAM AND FUNDING APPLICATION
for**

| |
|-------------------------------------|
| La Union Elementary School |
| Gadsden Independent School District |
| 2015–2016 School Year |



New Mexico Public Education Department
STATE BILINGUAL MULTICULTURAL EDUCATION
FUNDING APPLICATION 2015–2016
STATE BILINGUAL MULTICULTURAL EDUCATION APPLICATION

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.

PART I. INITIAL APPLICATION 2015–2016
SECTIONS TO REVIEW / COMPLETE

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. District Projections/Signature Page

In this section, the district official must include the total membership from all schools participating in the program. This is based on the average of the STARS 80th and 120th Day counts of SY 2014-2015 for the following program year, SY 2015-2016.

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 submission deadline, please indicate this on the application and submit the application as soon as the meeting occurs.

III. School Information

This section requires contact information for the school official, projections (based on the average of the STARS 80th and 120th Day data for the 2014-2015 school 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 Learners (ELs) and other students to make progress and attain proficiency in English and the Home Language.

Please submit electronic copies of the application with scanned signatures to the WEB EPSS.

If further information is needed, please contact Dr. Icela Pelayo at icela.pelayo@state.nm.us, Dr. Elisabeth Valenzuela elisabeth.valenzuel@state.nm.us, Kirsi Laine at kirsi.laine@state.nm.us, or Sherri Green at sherrit.green@state.nm.us.

STATE BILINGUAL MULTICULTURAL EDUCATION APPLICATION

I. Assurances

All district, charter and school personnel (superintendent, principals, teachers, 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 Elementary and Secondary Act, as amended and the 1964 Office of Civil Rights Act.

6.32.2.10 PROGRAM ELIGIBILITY:

To be eligible for financial support, each program shall:

- A. provide for the educational needs of linguistically and culturally different students, including Native American children and other students who may wish to participate, in grades kindergarten through twelve, with priority to be given to programs in grades kindergarten through three, in any public school or any combination of public schools in a district;
- B. fund programs for culturally and linguistically different students in the state in grades kindergarten through three, for which there is an identifiable need to improve the language capabilities of both English and the home language of these students, before funding programs at higher grade levels;
- C. use two languages as mediums of instruction for any part or all of the curriculum of the grade levels within the program;
- D. establish a parent advisory committee, representative of the language and culture of the students, to assist and advice in the development, implementation, and evaluation of the program;
- E. provide procedures to ensure that parental notification is given annually prior to program placement; and
- F. provide personnel endorsed in bilingual education, TESOL, or certified in Native American language and culture. The secretary of education may authorize other personnel to implement programs if qualified personnel are not available by the submission of an approved program design that addresses recruitment, professional development, and staffing patterns.

6.32.2.11 PROGRAM APPROVAL:

The LEA shall:

- A. A public school district shall submit an initial application to the department by the date of the preceding school year as specified by the department for each school requesting program approval.
- B. The initial application shall include:
 - (1) projected number of students to be served; and
 - (2) signatures of superintendent, bilingual education/Title III coordinator, and school principal.
- C. The department shall review initial applications for approval. Districts with initially- approved applications shall submit by the 20th day of the target school year the following:
 - (1) annual measurable achievement objectives (AMAOs) for English and home language;
 - (2) instructional plan; and
 - (3) actual number of students to be served.

[6.32.2.11 NMAC - Rp, 6.32.2.13 NMAC, 11-30-05]

6.32.2.12 PROGRAM ELEMENT - INSTRUCTION:

- A. Public schools providing an approved bilingual multicultural education program shall include:
 - (1) instruction to attain language proficiency and literacy skills in two languages, one of which is English;
 - (2) sheltered content instruction;
 - (3) standardized curriculum that is aligned with the state academic content standards, benchmarks and performance standards; and
 - (4) instruction in the history and cultures of New Mexico.
- B. Public schools providing an approved Native American heritage language revitalization program shall include:

(1) instruction to attain language proficiency and literacy skills in English and a Native American language (where tribal language is written); for Native American languages that are oral only, the literacy component shall be measured only in the skill areas/domains of listening, speaking and comprehension;

(2) sheltered content instruction;

(3) standardized curriculum that is aligned with the state academic content standards, benchmarks and performance standards;

(4) instruction in the history and cultures of New Mexico Native American tribes and

(5) public schools providing a Native American heritage language revitalization program (or other approved bilingual education model) shall obtain appropriate approval from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children.

C. The following content areas shall be included in all programs:

(1) 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);

(2) modifications of instruction in the English language arts that address the developmental, linguistic and academic needs of students; and

(3) depending on the program model:

(a) content area instruction in two languages that utilizes the student's language, history, and/or culture; and/or

(b) fine arts instruction in two languages that utilizes the student's language, history, culture, and the arts traditions of his/her community.

D. All programs shall implement one or more of the following bilingual education models in the school program:

(1) dual language immersion: designed to develop:

(a) high academic achievement in two languages;

(b) additive bilingual and biliterate proficiency; and

(c) cross-cultural skills development.

(2) enrichment: designed to further develop the home language of fully English proficient students and to teach the cultures of the state;

(3) heritage language: designed to support and revitalize a student's native language and culture through oral and/or written language instruction; Native American language programs require approval from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children;

(4) maintenance: designed to develop and maintain proficiency and literacy in the primary or home language while developing a student's literacy and oral skills in English;

(5) transitional: designed to transfer students from home language instruction with gradual transition to an all-English curriculum.

[6.32.2.12 NMAC - Rp, 6.32.2.10 NMAC, 11-30-05]

6.32.2.13 PROGRAM ELEMENT - PROFESSIONAL DEVELOPMENT:

A. Public school districts shall provide professional development to teachers, teacher assistants, principals, bilingual directors or coordinators, associate superintendents, superintendents, other instructional personnel, and financial officers in the areas of:

(1) research-based bilingual/multicultural and/or language revitalization programs and implications for instruction;

(2) best practices of English as a second language (ESL); English language development (ELD) and bilingual/multicultural and/or language revitalization programs; and

(3) principles of language acquisition.

B. Bilingual/multicultural education or language revitalization programs shall be part of the district's professional development plan as required in Subsection E of Section 22-23-5 NMSA 1978. Bilingual educators, including teachers, instructional support personnel, principals, and program administrators,

will participate in professional development. Principals and program administrators shall participate in training that addresses program supervision.

[6.32.2.13 NMAC - Rp, 6.32.2.12 NMAC, 11-30-05]

6.32.2.14 PROGRAM ELEMENT - ASSESSMENT:

A. Trained personnel shall administer state-approved language proficiency assessments in English and the home language annually until proficiency in each language is achieved.

B. Public school districts shall comply with federal assessment requirements, including Titles I and III of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) as amended and office for civil rights requirements.

C. Students enrolled in this program shall participate in the New Mexico standards-based assessment (NMSBA) program.

D. In those grades that students do not participate in the New Mexico standards-based assessment program, the public school district shall develop and implement an assessment and evaluation program.

[6.32.2.14 NMAC - Rp, 6.32.2.11 NMAC, 11-30-05]

6.32.2.15 EVALUATION:

A. To evaluate bilingual multicultural education program effectiveness and use of funds, each district shall maintain academic achievement and language proficiency data and update the data annually.

(1) Districts shall submit to the department an annual progress report.

(2) Reports shall be submitted by September 30th of the following year.

(3) The report shall include:

(a) verification that the program has identified and served students most in need (with priority given to K-3) based on language proficiency (English and home language) and academic achievement;

(b) a current analysis of assessment results by school and by model(s);

(c) data demonstrating that participating students have met the state targets for annual measurable achievement objectives (AMAOs); and

(d) an expenditure report from the general ledger on use of funds for the program.

B. The department shall compile and analyze the student data submitted by public school districts and shall report annually to the appropriate interim legislative committee.

[6.32.2.15 NMAC - Rp, 6.32.2.14 NMAC, 11-30-05]

6.32.2.16 PROGRAM RENEWAL: The district annual report will be the indicator to determine the effectiveness of the program, and need for program renewal and/or modification. The following cycle will apply for evaluation of program effectiveness:

A. after the first year (SY 2005-06), districts will report baseline data;

B. after the second year, districts shall submit a progress report, by school, indicating how schools met annual measurable achievement objectives from year one to year two; if data shows improvement, the public school district may continue the program as previously outlined in the initial or modified application;

C. after two consecutive years of the school's failing to make progress toward meeting AMAOs, the department shall:

(1) notify the public school district that the school has not demonstrated reasonable progress;

(2) assist the school in the development of an improvement plan; and

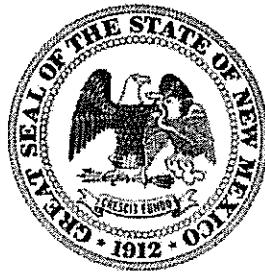
(3) provide technical assistance to the school and district.

D. after four consecutive years of the school's failure to make progress toward meeting AMAOs, the department shall:

(1) require the school to modify the curriculum, program, and method of instruction; or

(2) the program shall be redesigned, modified, or discontinued by the department.

[6.32.2.16 NMAC - Rp, 6.32.2.15 NMAC, 11-30-05]



**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING
APPLICATION**

II: District Projection 2015–2016 and Signatures

Number of Participating Students Projected in the District Instructional Program Model(s)

District Name:
Gadsden Independent School District

| Instructional Program Model | Instructional Hour(s) | Never EL (0) | EL (1) | Exited EL (≥2) | District Projection (Number of Students) |
|---|------------------------------|---------------------|---------------|-----------------------|---|
| Dual Language (0,1, and ≥ 2) | 3 Hour | 500 | 1777 | 420 | 2697 |
| Maintenance (1 and ≥ 2) | | | | | |
| Heritage (0,1, and ≥ 2) | | | | | |
| Enrichment (0, and ≥ 2) | | | | | |
| Transitional (1 only) | 2 and 3 Hours | | 1174 | | 1174 |
| Total Students in Each Instructional Program Model | | | | | 3871 |

Note: These numbers could differ from the actual number reported for the 20th Day
Keys for Language Status: 0= Never EL; 1- Current EL; ≥2= EL Exit Year 1 and above

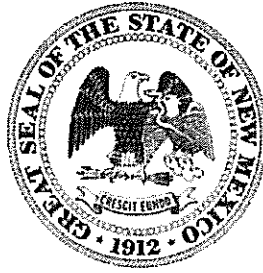
| Superintendent: | Signature: | Date: | Email: | Phone: |
|----------------------------|-------------------|--------------|--------------------------|---------------|
| Efren Yturalde | | | eyturalde@gisd.k12.nm.us | 575-882-6200 |
| Finance Manager: | Signature: | Date: | Email: | Phone: |
| Steve Suggs | | | ssuggs@gisd.k12.nm.us | 575-882-6241 |
| Bilingual Director: | Signature: | Date: | Email: | Phone: |
| Susan Yturalde | | | syturalde@gisd.k12.nm.us | 575-822-6267 |

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that: 1) the information he/she has read in the application package is understood; 2) that the information is accurate; and 3) that the application is complete and he/she certifies compliance with the assurances. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

SCHOOL BOARD MEETING/BOARD PRESIDENT’S SIGNATURE

| | |
|-------------------|--------------|
| Signature: | Date: |
| | |

Applications will be reviewed in the order that they are submitted. We encourage you to submit your plan as soon as possible, but no later than **June 15, 2015**.



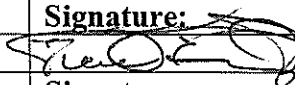


**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING
APPLICATION**

II: School Projection 2015–2016 and Signatures

Number of Participating Students Projected in the School Instructional Program Model(s)

| | | |
|--|---|--------------------------|
| District Name: Gadsden Independent School District | School Name: La Union Elementary School | |
| Instructional Program Model | Instructional Hour(s) | School Projection |
| Dual Language | | |
| Maintenance | | |
| Heritage | | |
| Enrichment | | |
| Transitional | 3 hour program | 46 |
| Total Bilingual Students in All Program Models | | 46 |

Note: These numbers could differ from the actual number reported for the 20th Day.

| | | | | |
|---|--|-----------------------------|---|-------------------------------|
| Principal: Vicente Sanchez | Signature:  | Date: May 1, 2015 | Email: visanchez@gisd.k12.nm.us | Phone: 575-874-3592 |
| Parent Advisory Committee (PAC) Representative: Adriana Gutierrez | Signature:  | Date: May 1, 2015 | Email: | Phone: 415-820-3300 |
| Bilingual Director: Susan Yturralde | Signature:  | Date: 5-1-15 | Email: syturralde@gisd.nm.us | Phone: 575-882-6267 |

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that 1) the information he/she has read in the application package is understood 2) that the information is accurate; 3) that the application is complete and he/she certifies compliance with the assurances. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

Applications will be reviewed in the order that they are submitted. We encourage you to submit your plan as soon as possible, but no later than **June 15, 2015**.

PRIOR YEAR GOALS

Were program criteria during SY 2014–2015 met? YES _____ NO _____ PARTIALLY X _____

What were the strengths of your bilingual program?

The biggest change in the Bilingual Program, at La Union Elementary, is probably its biggest strength, the addition of another Bilingual Teacher. This minimized the number of combination, multi-grade level classrooms. Other strengths of the Bilingual Program, at this school, are the experience that the bilingual teachers bring with them, the intervention programs that the school offers, and the resource programs (Such as Imagine Learning) that are available to the students. The dedication of the bilingual teachers at LUE, has allowed the ELL students to grow academically, while developing their English language skills.

What were the challenges of your bilingual program?

The biggest challenge that LUE has encountered is the low number of ELL students, which creates multi-grade level classes. The use of combination grade level classrooms is a disadvantage for students and teachers alike, since the needs of students are different and the curriculum has to go through a lot of compromising to “meet” the students’ needs. La Union is a very small established community; most of the students at LUE are children of parents that have lived here for generations. The very low mobility rate that the school experiences, creates a problem for the ELL population, since this transfers into very low numbers within the bilingual classrooms.

If you did not meet your program goals, what will the district/school do to ensure that they are met?

La Union Elementary will establish a school wide Action Plan that will allow us to create modifications to meet the academic needs of our ELL students. These modifications will address identified deficiencies that impede our ELL students, which participate in the NMSBA and PARCC, from becoming Proficient. These modifications will be addressed in teachers’ lesson plans, and will address the implementation of differentiated instruction. Students in the lowest quartile will be identified and tier 1 documentation will be started on these students. La Union Elementary met one of the three New Mexico state AMAO goals. It met AMAO 2, but not AMAOs 1 & 3, according to 2013 – 2014 data. La Union Elementary in its endeavor to Achieve Reading and Math Proficiency of ELL students in the NMSBA will continue to implement core curriculum with fidelity and will increase the academic rigor in the classrooms by continuing to review and utilize student data monthly. La Union Elementary teachers will also implement Marzano’s High Yield instructional strategies.

How will you ensure that funds will be aligned so that statutory program goals are met?

La Union Elementary will continue meeting through the Leadership Team and the Budget Committee to ensure that monies allocated to the Bilingual population are used within program goals. La Union Elementary will continue to use Imagine Learning and the implementation of Leveled Literacy Intervention. The school’s leadership team will establish budgetary needs through EPSS and academic program goals. The funds for these resources are distributed through proposals to the District.

STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION
2015–2016

III. SCHOOL PROGRAM INFORMATION

| School Site: La Union Elementary School | | | | |
|--|-----------------------|--|------------------------|----------------|
| SMART Goals: <u>S</u>pecific, <u>M</u>easurable, <u>A</u>greed-upon, <u>R</u>ealistic, <u>T</u>ime-Based | | | | |
| A. School Goals of the Bilingual Multicultural Education Program Model | | | | |
| Goal 1: English Proficiency (To include students making progress in learning English, and attaining English proficiency-ACCESS for ELLs© Data) | | | | |
| <p>a) What are the trends in your ACCESS for ELLs© Data? La Union Elementary students, who have participated in the ACCESS, have successfully made progress in English acquisition. In the 2013-2014 administration of the ACCESS, 48% of the students who have participated made progress, missing the state expectation of 49% by 1 percentage point. The state expectation for attaining proficiency in English (which is a Level 5 or 6 on the ACCESS) is 11%. La Union Elementary students surpassed expectations of 5 percentage points as evident by the results of 16% of students attaining English proficiency.</p> | | | | |
| <p>b) Based on the ACCESS for ELLs© data trends, what is the projected growth you expect EL students to make with current data? La Union Elementary will continue to work towards meeting the state required percentages for ELLs in Making Progress in English and Attaining Proficiency in English. La Union Elementary will focus on teaching and using academic vocabulary in English. The strategic use and implementation of vocabulary will be part of all planning and academic concept introduction. ELL students will continue to use appropriate and adequate amounts of English-language instructional materials including the computer based program Imagine Learning for English Language Development. In the upcoming school year (2015-2016), ELL students will be provided with appropriate accommodations in both instruction and in testing. The projected growth for ELL students at La Union Elementary is to meet the SGT of 52% for Making Progress in learning English and to surpass the SGT of 12% in attaining proficiency in English.</p> | | | | |
| c) What action steps and/or activities will you implement to meet the growth stated above? | | | | |
| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
| Continue to support those teachers at La Union Elementary that are not endorsed in Bilingual Education or TESOL and provide them with the opportunity to seek their endorsements through ENMU or NMSU cohorts. | July 2015 to May 2016 | Human Resources LUE Administration | K-6 teachers as needed | |
| Continue CCSS and ELD standards Professional | July 2015 to May 2016 | Administration Instructional | K-6 teachers | |

| | | | | |
|--|-----------------------|---|--|--|
| Development for all teachers. | | Coach Leadership Team | | |
| Implement the use of Differentiated Instruction with rigor and fidelity in all classrooms. | July 2015 to May 2016 | Administration Instructional Coach Leadership Team | K-6 teachers | |
| Imagine Learning software will be implemented for all ELL students. | July 2015 to May 2016 | Administration, Instructional Coach, Teachers, Computer lab assistant. | All K-6 and special education teachers | |
| | | | | |

Goal 2: Home Language Proficiency

a) What are the trends in the program's Target (home/heritage) Language Proficiency data?

While no AMAO targets have been set for proficiency in the home/heritage language, prior trends in home language demonstrate that all students with a home language other than English are identified upon registration. ELL students at La Union Elementary will continue to improve their Home Language Proficiency. We will continue to measure progress by using the Evaluacion del Desarrollo de la Lectura (EDL). Over 60% of K-6 students are reading at or above grade level in their native language. Also, we will continue to support entering students proficient in Spanish (as measured by the Woodcock Muñoz), or the Home Language Survey.

b) Based on the Target (home/heritage) Language Proficiency data trends, what is the projected growth you expect all students in program to make, based on current data?

We will continue to show progress in home language or Spanish proficient status, in bilingual education students, as demonstrated by the yearly administering of the Woodcock Muñoz Spanish Language Assessment.

La Union Elementary expects to increase its Home Language Proficiency by 10% for the school year 2015-2016.

c) What action steps and/or activities will you implement to meet the growth stated above?

| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
|---|-----------------------|--|--|----------------|
| Use appropriately endorsed teachers to deliver instruction in the Home Language. | July 2015 to May 2016 | LUE Administration | K to 6 th Grade Bilingual Teachers | |
| Provide appropriate instructional materials in the home language in classrooms, and computer lab. | July 2015 to May 2016 | Bilingual Multicultural Department | K to 6 th Grade Bilingual Teachers | |
| Teachers will continue to get training in Imagine Learning in Español and they will continue monitoring the student use of the program. | July 2015 to May 2016 | Kinder to Sixth Grade teachers | K to 6 th Grade Bilingual Teachers | |
| Teachers will learn | July 2015 to | Kinder to Sixth | K to 6 th Grade | |

| | | | | |
|---|----------|----------------|--------------------|--|
| different strategies to implement differentiated instruction. | May 2016 | Grade teachers | Bilingual Teachers | |
| | | | | |

Goal 3: Academic Achievement in Reading

a) What are the trends in your reading Standards-based Assessment/short-cycle data?

The ELL students at La Union Elementary in grades 3rd through 6th have made gains in proficiency in the SBA. However, in Reading they fell short of the SGT of 61%, by 17 percentage points, for the school year 2013-2014, as the school scored an SGT of 44%.

b) Based on the Standards-based Assessment/short-cycle reading data trends, what is the projected growth you expect ALL students in program to make based on current data?

ELL students in 3rd to 6th grades at La Union Elementary will meet or exceed the SBA 2015-2016 SGT of 65.3% in Reading. Also 3rd to 6th grade students scoring in the lowest quartile will show progress as measured by the SBA. La Union Elementary is aware of its present SGT in Reading of 44% and will work at attaining a 10 percentage point gain in the upcoming school year.

c) What action steps and/or activities will you implement to meet the growth stated above?

| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
|---|-----------------------|--|-----------------|----------------|
| Plan lesson activities in Reading for rich language use. | July 2015 to May 2016 | K to 6 Teachers Instructional Coach | K to 6 Teachers | |
| Provide ELL students with extra academic support (i.e. tutoring, intervention) in Reading as well as in language development. | July 2015 to May 2016 | LUE Administration K to 6 Teachers | K to 6 Teachers | |
| Implement the use of Differentiated Instruction with rigor and fidelity in all classrooms. | July 2015 to May 2016 | Kinder to Sixth Grade teachers | K to 6 Teachers | |
| | | | | |
| | | | | |

B. Parent and Community Involvement: Activities, Detailed Description of Proposed Activities, Timeline, Person(s) Involved

| Detailed Description of Proposed Activities to Reach Goals | Timeline | Responsibility | Participants | Funding Amount |
|--|----------|---|--------------|----------------|
| Regularly notify parents regarding student placement in programs through letters, parent conferences and meetings. | On Going | Administration Language Team Teachers | Parents | |
| A monthly calendar of events will be sent home to parents in English and Spanish. | Monthly | Administration Teachers | Parents | |
| Parent Advisory Council, also known as "Coffee with the Principal | Monthly | Administration Instructional Coach | Parents | |

| | | | | |
|---|--|----------|--|--|
| Meetings” will be held each grading period, with parent instructional workshops embedded. | | Teachers | | |
| | | | | |
| | | | | |

Goal 4: Academic Achievement in Math** Only complete for 3-hour programs in which Math is the Content Area**

a) What are the trends in your math Standards-based Assessment/short-cycle data?

The ELL students at La Union Elementary in grades 3rd through 6th have made gains in proficiency in the SBA but did not meet the SGT of 55% for the school year 2013-2014. The school fell short by 30 percentage points as they scored an SGT of 25%.

b) Based on the Standards-based Assessment/short-cycle math data trends, what is the projected growth you expect all students in program to make based on current data?

ELL students in 3rd to 6th grades at La Union Elementary will meet or exceed the SBA 2015-2016 SGT of 60% in Math. Also 3rd to 6th grade students scoring in the lowest quartile will show progress as measured by the SBA. La Union Elementary is aware of its present SGT in Math of 25% and will work at attaining a 10 percentage point gain in the upcoming school year.

c) What action steps and/or activities will you implement to meet the growth stated above?

| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
|--|-----------------------|--|--|----------------|
| Plan lesson activities in Math for the academic development of Mathematical concepts. | July 2015 to May 2016 | K to 6 Teachers, Instructional Coach | K to 6 Teachers | |
| Provide ELL students with extra academic support (i.e. tutoring, intervention) in Math. | July 2015 to May 2016 | LUE Administration, K to 6 Teachers, | K to 6 Teachers | |
| Implement the use of Differentiated Instruction with rigor and fidelity in all classrooms. | July 2015 to May 2016 | Kinder to Sixth Grade teachers | K to 6 Teachers | |
| Align common core state standards in math to skills practice/problem of the day activities by grade level in the home and second language through planning, training and follow through by monitoring of daily schedules, lesson plans, observations and walkthroughs. | July 2015 to May 2016 | K to 6 Teachers, Administration, Instructional Coach | K to 6 Teachers, Administration, Instructional Coach | |
| | | | | |

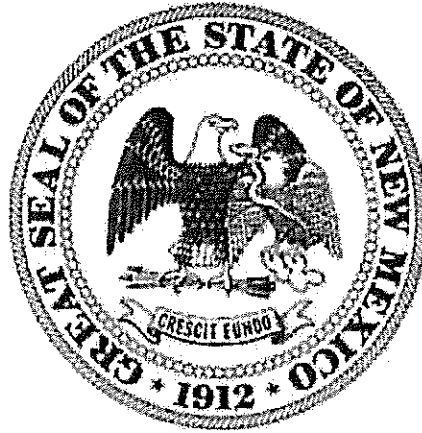
B. Parent and Community Involvement: Activities, Detailed Description of Proposed Activities, Timeline, Person(s) Involved

| Detailed Description of Proposed Activities to Reach Goals | Timeline | Responsibility | Participants | Funding Amount |
|--|-----------|----------------|--------------|----------------|
| Math Night | Fall 2015 | Administration | Parents | |

| | | | | |
|---|---------|---|---------|--|
| | | Instructional Coach Teachers | | |
| A monthly calendar of events will be sent home to parents in English and Spanish. | Monthly | Administration Teachers | Parents | |
| Parent Advisory Council, also known as “Coffee with the Principal Meetings” will be held each grading period, with parent instructional workshops embedded. | Monthly | Administration Instructional Coach Teachers | Parents | |
| | | | | |
| | | | | |

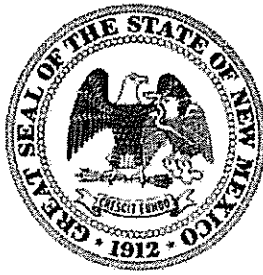
APPENDIX A: Summary of Bilingual Education Program Models Bilingual Education/Title III

| | | | | |
|---|--|---|--|---|
| <p>A program model is the method (and services) the district will use to ensure that all students placed in bilingual multicultural education programs receive proper instruction. The model serves as the foundation for determination of the number of hours a student is placed in. There are five program models funded by the state The five models are- Dual Language, Maintenance, Enrichment, Heritage, and Transitional. A school may use more than one model to serve the individual needs of its students.</p> | | | | |
| Dual Language Immersion | Maintenance | Enrichment | Heritage | Transitional |
| EL/Exited ELs/Never ELs | EL students/Exited ELs | EL students/Never ELs | EL students/Never ELs | EL students <u>only</u> |
| Instructional Time: | Instructional Time: | Instructional Time: | Instructional Time: | Instructional Time: |
| Three hours per day for each language, including all subject areas | Two to three hours per day | One to two hours per day | One to two hours per day | Two to three hours per day |
| Required Courses: | Required Courses: | Required Courses: | Required Courses: | Required Courses: |
| Minimum of three hours in the home language (Language Arts and content area) and three hours in English, including ESL for EL students. | One hour of home language and one hour of ESL. Optional and/or Additional Courses: May have one additional hour of the target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). | One hour of home language. Optional and/or Additional Courses: May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). | One hour of heritage language and one hour of ESL for ELL students. Optional and/or Additional Courses: May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). | One hour of home language and one hour of ESL/ELD. Optional and/or Additional Courses: May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). |
| Purpose: | Purpose: | Purpose: | Purpose: | Purpose: |
| All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate Language 1 and Language 2. |



**State Bilingual Multicultural Education
PROGRAM AND FUNDING APPLICATION
for**

| |
|-------------------------------------|
| Loma Linda Elementary School |
| Gadsden Independent School District |
| 2015–2016 School Year |



**New Mexico Public Education Department
STATE BILINGUAL MULTICULTURAL EDUCATION
FUNDING APPLICATION 2015–2016
STATE BILINGUAL MULTICULTURAL EDUCATION APPLICATION**

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.

**PART I. INITIAL APPLICATION 2015–2016
SECTIONS TO REVIEW / COMPLETE**

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. District Projections/Signature Page

In this section, the district official must include the total membership from all schools participating in the program. This is based on the average of the STARS 80th and 120th Day counts of SY 2014-2015 for the following program year, SY 2015-2016.

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 submission deadline, please indicate this on the application and submit the application as soon as the meeting occurs.

III. School Information

This section requires contact information for the school official, projections (based on the average of the STARS 80th and 120th Day data for the 2014-2015 school 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 Learners (ELs) and other students to make progress and attain proficiency in English and the Home Language.

Please submit electronic copies of the application with scanned signatures to the WEB EPSS.

If further information is needed, please contact Dr. Icela Pelayo at icela.pelayo@state.nm.us, Dr. Elisabeth Valenzuela elisabeth.valenzuel@state.nm.us, Kirsi Laine at kirsi.laine@state.nm.us, or Sherri Green at sherrit.green@state.nm.us.

STATE BILINGUAL MULTICULTURAL EDUCATION APPLICATION

I. Assurances

All district, charter and school personnel (superintendent, principals, teachers, 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 Elementary and Secondary Act, as amended and the 1964 Office of Civil Rights Act.

6.32.2.10 PROGRAM ELIGIBILITY:

To be eligible for financial support, each program shall:

- A. provide for the educational needs of linguistically and culturally different students, including Native American children and other students who may wish to participate, in grades kindergarten through twelve, with priority to be given to programs in grades kindergarten through three, in any public school or any combination of public schools in a district;
- B. fund programs for culturally and linguistically different students in the state in grades kindergarten through three, for which there is an identifiable need to improve the language capabilities of both English and the home language of these students, before funding programs at higher grade levels;
- C. use two languages as mediums of instruction for any part or all of the curriculum of the grade levels within the program;
- D. establish a parent advisory committee, representative of the language and culture of the students, to assist and advice in the development, implementation, and evaluation of the program;
- E. provide procedures to ensure that parental notification is given annually prior to program placement; and
- F. provide personnel endorsed in bilingual education, TESOL, or certified in Native American language and culture. The secretary of education may authorize other personnel to implement programs if qualified personnel are not available by the submission of an approved program design that addresses recruitment, professional development, and staffing patterns.

6.32.2.11 PROGRAM APPROVAL:

The LEA shall:

- A. A public school district shall submit an initial application to the department by the date of the preceding school year as specified by the department for each school requesting program approval.
- B. The initial application shall include:
 - (1) projected number of students to be served; and
 - (2) signatures of superintendent, bilingual education/Title III coordinator, and school principal.
- C. The department shall review initial applications for approval. Districts with initially- approved applications shall submit by the 20th day of the target school year the following:
 - (1) annual measurable achievement objectives (AMAOs) for English and home language;
 - (2) instructional plan; and
 - (3) actual number of students to be served.

[6.32.2.11 NMAC - Rp, 6.32.2.13 NMAC, 11-30-05]

6.32.2.12 PROGRAM ELEMENT - INSTRUCTION:

- A. Public schools providing an approved bilingual multicultural education program shall include:
 - (1) instruction to attain language proficiency and literacy skills in two languages, one of which is English;
 - (2) sheltered content instruction;
 - (3) standardized curriculum that is aligned with the state academic content standards, benchmarks and performance standards; and
 - (4) instruction in the history and cultures of New Mexico.
- B. Public schools providing an approved Native American heritage language revitalization program shall include:

(1) instruction to attain language proficiency and literacy skills in English and a Native American language (where tribal language is written); for Native American languages that are oral only, the literacy component shall be measured only in the skill areas/domains of listening, speaking and comprehension;

(2) sheltered content instruction;

(3) standardized curriculum that is aligned with the state academic content standards, benchmarks and performance standards;

(4) instruction in the history and cultures of New Mexico Native American tribes and

(5) public schools providing a Native American heritage language revitalization program (or other approved bilingual education model) shall obtain appropriate approval from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children.

C. The following content areas shall be included in all programs:

(1) 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);

(2) modifications of instruction in the English language arts that address the developmental, linguistic and academic needs of students; and

(3) depending on the program model:

(a) content area instruction in two languages that utilizes the student's language, history, and/or culture; and/or

(b) fine arts instruction in two languages that utilizes the student's language, history, culture, and the arts traditions of his/her community.

D. All programs shall implement one or more of the following bilingual education models in the school program:

(1) dual language immersion: designed to develop:

(a) high academic achievement in two languages;

(b) additive bilingual and biliterate proficiency; and

(c) cross-cultural skills development.

(2) enrichment: designed to further develop the home language of fully English proficient students and to teach the cultures of the state;

(3) heritage language: designed to support and revitalize a student's native language and culture through oral and/or written language instruction; Native American language programs require approval from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children;

(4) maintenance: designed to develop and maintain proficiency and literacy in the primary or home language while developing a student's literacy and oral skills in English;

(5) transitional: designed to transfer students from home language instruction with gradual transition to an all-English curriculum.

[6.32.2.12 NMAC - Rp, 6.32.2.10 NMAC, 11-30-05]

6.32.2.13 PROGRAM ELEMENT - PROFESSIONAL DEVELOPMENT:

A. Public school districts shall provide professional development to teachers, teacher assistants, principals, bilingual directors or coordinators, associate superintendents, superintendents, other instructional personnel, and financial officers in the areas of:

(1) research-based bilingual/multicultural and/or language revitalization programs and implications for instruction;

(2) best practices of English as a second language (ESL); English language development (ELD) and bilingual/multicultural and/or language revitalization programs; and

(3) principles of language acquisition.

B. Bilingual/multicultural education or language revitalization programs shall be part of the district's professional development plan as required in Subsection E of Section 22-23-5 NMSA 1978. Bilingual educators, including teachers, instructional support personnel, principals, and program administrators,

will participate in professional development. Principals and program administrators shall participate in training that addresses program supervision.

[6.32.2.13 NMAC - Rp, 6.32.2.12 NMAC, 11-30-05]

6.32.2.14 PROGRAM ELEMENT - ASSESSMENT:

A. Trained personnel shall administer state-approved language proficiency assessments in English and the home language annually until proficiency in each language is achieved.

B. Public school districts shall comply with federal assessment requirements, including Titles I and III of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) as amended and office for civil rights requirements.

C. Students enrolled in this program shall participate in the New Mexico standards-based assessment (NMSBA) program.

D. In those grades that students do not participate in the New Mexico standards-based assessment program, the public school district shall develop and implement an assessment and evaluation program.

[6.32.2.14 NMAC - Rp, 6.32.2.11 NMAC, 11-30-05]

6.32.2.15 EVALUATION:

A. To evaluate bilingual multicultural education program effectiveness and use of funds, each district shall maintain academic achievement and language proficiency data and update the data annually.

(1) Districts shall submit to the department an annual progress report.

(2) Reports shall be submitted by September 30th of the following year.

(3) The report shall include:

(a) verification that the program has identified and served students most in need (with priority given to K-3) based on language proficiency (English and home language) and academic achievement;

(b) a current analysis of assessment results by school and by model(s);

(c) data demonstrating that participating students have met the state targets for annual measurable achievement objectives (AMAOs); and

(d) an expenditure report from the general ledger on use of funds for the program.

B. The department shall compile and analyze the student data submitted by public school districts and shall report annually to the appropriate interim legislative committee.

[6.32.2.15 NMAC - Rp, 6.32.2.14 NMAC, 11-30-05]

6.32.2.16 PROGRAM RENEWAL: The district annual report will be the indicator to determine the effectiveness of the program, and need for program renewal and/or modification. The following cycle will apply for evaluation of program effectiveness:

A. after the first year (SY 2005-06), districts will report baseline data;

B. after the second year, districts shall submit a progress report, by school, indicating how schools met annual measurable achievement objectives from year one to year two; if data shows improvement, the public school district may continue the program as previously outlined in the initial or modified application;

C. after two consecutive years of the school's failing to make progress toward meeting AMAOs, the department shall:

(1) notify the public school district that the school has not demonstrated reasonable progress;

(2) assist the school in the development of an improvement plan; and

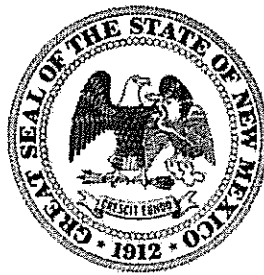
(3) provide technical assistance to the school and district.

D. after four consecutive years of the school's failure to make progress toward meeting AMAOs, the department shall:

(1) require the school to modify the curriculum, program, and method of instruction; or

(2) the program shall be redesigned, modified, or discontinued by the department.

[6.32.2.16 NMAC - Rp, 6.32.2.15 NMAC, 11-30-05]



STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION

II: District Projection 2015–2016 and Signatures

Number of Participating Students Projected in the District Instructional Program Model(s)

| District Name: Gadsden Independent School District | | | | | |
|--|-----------------------|--------------|--------|----------------|--|
| Instructional Program Model | Instructional Hour(s) | Never EL (0) | EL (1) | Exited EL (≥2) | District Projection (Number of Students) |
| Dual Language (0,1, and ≥ 2) | 3 Hour | 500 | 1777 | 420 | 2470 |
| Maintenance (1 and ≥ 2) | | | | | |
| Heritage (0,1, and ≥ 2) | | | | | |
| Enrichment (0, and ≥ 2) | | | | | |
| Transitional (1 only) | 2 and 3 Hours | | 1174 | | 1174 |
| Total Students in Each Instructional Program Model | | | | | 3871 |

Note: These numbers could differ from the actual number reported for the 20th Day
Keys for Language Status: 0= Never EL; 1- Current EL; ≥2= EL Exit Year 1 and above

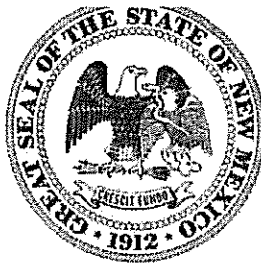
| Superintendent: | Signature: | Date: | Email: | Phone: |
|---------------------|------------|-------|---|--------------|
| Efren Yturalde | | | eyturalde@gisd.k12.nm.us | 575-882-6200 |
| Finance Manager: | Signature: | Date: | Email: | Phone: |
| Steve Suggs | | | ssuggs@gisd.k12.nm.us | 575-882-6241 |
| Bilingual Director: | Signature: | Date: | Email: | Phone: |
| Susan Yturalde | | | sytturalde@gisd.k12.nm.us | 575-822-6267 |

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that: 1) the information he/she has read in the application package is understood; 2) that the information is accurate; and 3) that the application is complete and he/she certifies compliance with the assurances. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

SCHOOL BOARD MEETING/BOARD PRESIDENT'S SIGNATURE

| | |
|-------------------|--------------|
| Signature: | Date: |
| | |

Applications will be reviewed in the order that they are submitted. We encourage you to submit your plan as soon as possible, but no later than **June 15, 2015**.



**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING
APPLICATION**

II: School Projection 2015–2016 and Signatures

Number of Participating Students Projected in the School Instructional Program Model(s)

| | | |
|--|---|--------------------------|
| District Name: Gadsden Independent School District | School Name: Loma Linda Elementary School | |
| Instructional Program Model | Instructional Hour(s) | School Projection |
| Dual Language | | |
| Maintenance | | |
| Heritage | | |
| Enrichment | | |
| Transitional | 3 hour program | 112 |
| Total Bilingual Students in All Program Models | | 112 |

Note: These numbers could differ from the actual number reported for the 20th Day.

| | | | | |
|--|-----------------------|-------------------------|---|-------------------------------------|
| Principal: James Lawler | Signature: | Date: 4/27/15 | Email: jlawler@gisd.k12.nm.us | Phone: 575-882-6000 |
| Parent Advisory Committee (PAC) Representative: A. Vasquez | Signature: | Date: 4/29/15 | Email: | Phone: (575) 449 04 20 |
| Bilingual Director: Susan Yturalde | Signature: | Date: 4-29-15 | Email: sytturalde@gisd.nm.us | Phone: 575-882-6267 |

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that 1) the information he/she has read in the application package is understood 2) that the information is accurate; 3) that the application is complete and he/she certifies compliance with the assurances. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

Applications will be reviewed in the order that they are submitted. We encourage you to submit your plan as soon as possible, but no later than **June 15, 2015**.

PRIOR YEAR GOALS

Were program criteria during SY 2014–2015 met? YES _____ NO _____ PARTIALLY X

What were the strengths of your bilingual program?

Loma Linda implements the transitional bilingual program, students enter school learning Spanish and they receive English instruction as a second language. Through the bilingual program, students become English proficient by fourth or fifth grade. Loma Linda employs highly qualified bilingual teachers. We implement the use of computer-based Spanish and English Imagine Learning as a resource and supplement.

Also, our regular education classes are taught by TESOL endorsed teachers, who have been successful in meeting the language needs of the ELL population no longer in the transitional program.

Finally, all ELL students are provided with a minimum of one hour per day of ESL or ELD instruction

What were the challenges of your bilingual program?

One of the challenges of our bilingual program is finding appropriate PD for bilingual teachers.

Another challenge is locating Common Core aligned resources in Spanish that allow for PARCC related content to be taught and practiced in the classroom.

Also, it is very challenging to have a variety of language levels (BS, BSM, etc) in the same classroom setting. Differentiating for these students becomes very difficult, especially for novice teachers.

If you did not meet your program goals, what will the district/school do to ensure that they are met?

The recommendation is to have teachers committed to implement the Balanced Literacy approach with fidelity, in order to differentiate for all students through small group instruction. Loma Linda will also provide intervention services, through the implementations of (LLI) Level Literacy Instruction. Technology such as Imagine Learning, the use of Smart Boards, and Elmos (document camera and projection system) will also be incorporated as resources.

Also, we will ensure that our ELD/ESL curriculum is aligned to WIDA standards.

How will you ensure that funds will be aligned so that statutory program goals are met?

Based on student enrollment, bilingual funds will be used to provide highly certified bilingual teachers to meet the students' academic and language needs. In addition, funding will be also used to purchase classroom resources to promote language and literacy support.

STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION
2015-2016

III. SCHOOL PROGRAM INFORMATION

| School Site: Loma Linda Elementary School | | | | |
|---|-----------------------|---------------------------------|----------------------------------|----------------|
| SMART Goals: <u>S</u>pecific, <u>M</u>easureable, <u>A</u>greed-upon, <u>R</u>ealistic, <u>T</u>ime-Based | | | | |
| A. School Goals of the Bilingual Multicultural Education Program Model | | | | |
| Goal 1: English Proficiency (To include students making progress in learning English, and attaining English proficiency-ACCESS for ELLs© Data) | | | | |
| a) What are the trends in your ACCESS for ELLs© Data? Over the past five years, we have met the “Attaining Proficiency” goal 4 out of 5 times. Current data for the 2015 ACCESS administration has still not been received. | | | | |
| b) Based on the ACCESS for ELLs© data trends, what is the projected growth you expect EL students to make with current data? We will focus on maintaining our “making progress” and “attaining proficiency” goal at 50% for “Making Progress” and 12% for “Attaining Proficiency.” | | | | |
| c) What action steps and/or activities will you implement to meet the growth stated above? | | | | |
| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
| Provide teachers ESL/ELD common planning time to develop curriculum | August 2015- May 2016 | Principal | All Bilingual / ELD teachers k-6 | |
| Emphasize vocabulary development across content areas including ESL/ELD classes. | August 2015- May 2016 | Instructional Coach | All Bilingual / ELD teachers k-6 | |
| English Imagine Learning | August 2015- May 2016 | Mrs. Medina and Mrs. Armendariz | All Bilingual / ELD teachers k-6 | |
| More focus on content alignment to WIDA standards | August 2015-May 2016 | Instructional Coach | All Bilingual/ELD teachers k-6 | |
| | | | | |

| |
|--|
| Goal 2: Home Language Proficiency |
| a) What are the trends in the program’s Target (home/heritage) Language Proficiency data? For two years, Loma Linda students have accomplished 100% of this goal. The students reassessed each year are relatively small, less than 10. |
| b) Based on the Target (home/heritage) Language Proficiency data trends, what is the projected growth you expect <u>all</u> students in program to make, based on current data? Children in bilingual setting will attain proficiency in English and continue to foster Spanish language, until placed in an English curriculum. |

| c) What action steps and/or activities will you implement to meet the growth stated above? | | | | |
|---|-----------------------------|------------------------------------|-------------------------------|-----------------------|
| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
| Provide home language proficiency data to teachers so they can adapt instruction. | Aug 2015- May 2016 | Instructional Coach | All teachers | |
| Provide home language assessment data to place students appropriately | Aug 2015- May 2016 | Data Clerk | All teachers | |
| Provide appropriate home language instruction to each student for a min. of one hour per day. | Aug 2015- May 2016 | Bil. Teachers | Bil. Teachers | |
| Use home language teachers that are appropriately endorsed in bilingual ed/ TESOL. | Aug 2015- May 2016 | Administration | Bil Teachers | |
| Spanish Imagine Learning | August 2015- May 2016 | Mrs. Medina and Mrs. Armendariz | All Bilingual teachers K-1 | |

| Goal 3: Academic Achievement in Reading | | | | |
|---|------------------------|-----------------------|----------------------------------|-----------------------|
| a) What are the trends in your reading Standards-based Assessment/short-cycle data? The vast majority of students have advanced in short cycle assessments in reading. The main data source in this area is DRA/ELD. Also, MAP data shows steady increase in student reading proficiency. The ELL subgroup attained a 49% on the 2014-15 NMSBA (SGT 61%) in Reading. | | | | |
| b) Based on the Standards-based Assessment/short-cycle reading data trends, what is the projected growth you expect ALL students in program to make based on current data? All students are expected to be on grade level in reading by end of school year as measured by DRA/ELD and MAP. | | | | |
| c) What action steps and/or activities will you implement to meet the growth stated above? | | | | |
| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
| Emphasize cross content material via study of essential questions, themes, trends, concepts and vocabulary. | August 2015- May 2016 | Instructional Coach | All Bilingual / ELD teachers K-6 | |
| Train teachers to develop curriculum based unit of study on English Common Core Standards | 2015-2016 Weekly PLC's | Instructional Coach | All Bilingual / ELD teachers K-6 | |
| Train teachers in the alignment of content to WIDA standards. | 2015-2016 Weekly PLC's | Instructional Coach | All Bilingual / ELD teachers K-6 | |
| In-house PD lead by lead teachers after school | Aug 2015- May 2016 | Lead teachers | All teachers | |
| | | | | |

| B. Parent and Community Involvement: Activities, Detailed Description of Proposed Activities, Timeline, Person(s) Involved | | | | |
|---|-----------------------|-----------------------|---------------------------|-----------------------|
| Detailed Description of Proposed Activities to Reach Goals | Timeline | Responsibility | Participants | Funding Amount |
| Conduct monthly parent meetings to discuss the ELL program at Loma Linda (School Advisory Council) | August 2015- May 2016 | Principal | Parents of ELL's students | |
| Organize semiannual parent/teacher conferences to keep parents informed of issues related with ELL students | Fall 2015 Spring 2016 | Principal | Parents of ELL's students | |
| Communicate with parents and community in both home language and English | 2015-2016 ongoing | Campus Translator | All Parents and Community | |

| | | | | |
|--|-------------------|-----------------------------------|---------------------------|--|
| Include parents and community members in the district parent advisory committee (GPAC) | 2015-2016 monthly | Campus parent outreach ambassador | All Parents and Community | |
| | | | | |

Goal 4: Academic Achievement in Math** Only complete for 3-hour programs in which Math is the Content Area**

a) What are the trends in your math Standards-based Assessment/short-cycle data?

The vast majority of students have advanced in short cycle assessments in math. The main data source in this area is MAP and end of unit exams. The ELL subgroup attained a 50% on the 2014-15 NMSBA (SGT 55%) in Mathematics.

b) Based on the Standards-based Assessment/short-cycle math data trends, what is the projected growth you expect all students in program to make based on current data? All students are expected to be on grade level in math by end of school year as measured by end of unit exams and MAP.

c) What action steps and/or activities will you implement to meet the growth stated above?

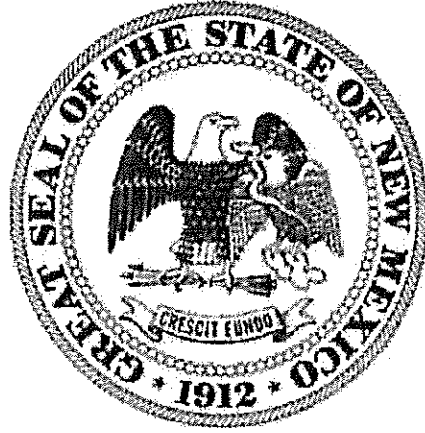
| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
|--|--------------------|-------------------------------|--------------|----------------|
| Ensure that all instruction is aligned to CCSS in math | Aug 2015- May 2016 | Instructional Coach and Admin | All teachers | |
| Weekly PLCs to discuss math practices in the ELL classroom. | Aug 2015- May 2016 | Instructional Coach and Admin | All teachers | |
| In-house PD lead by lead teachers after school | Aug 2015- May 2016 | Lead teachers | All teachers | |
| | | | | |

B. Parent and Community Involvement: Activities, Detailed Description of Proposed Activities, Timeline, Person(s) Involved

| Detailed Description of Proposed Activities to Reach Goals | Timeline | Responsibility | Participants | Funding Amount |
|---|-----------------------|-----------------------------------|---------------------------|----------------|
| Conduct monthly parent meetings to discuss the ELL program at Loma Linda | August 2015- May 2016 | Principal | Parents of ELL's students | |
| Organize semiannual parent/teacher conferences to keep parents informed of issues related with ELL students | Fall 2015 Spring 2016 | Principal | Parents of ELL's students | |
| Communicate with parents and community in both home language and English | 2015-2016 ongoing | Campus Translator | All Parents and Community | |
| Include parents and community members in the district parent advisory committee | 2015-2016 monthly | Campus parent outreach ambassador | All Parents and Community | |

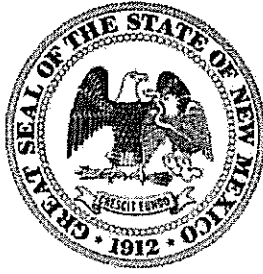
APPENDIX A: Summary of Bilingual Education Program Models Bilingual Education/Title III

| | | | | |
|---|--|---|--|---|
| <p>A program model is the method (and services) the district will use to ensure that all students placed in bilingual multicultural education programs receive proper instruction. The model serves as the foundation for determination of the number of hours a student is placed in. There are five program models funded by the state The five models are- Dual Language, Maintenance, Enrichment, Heritage, and Transitional. A school may use more than one model to serve the individual needs of its students.</p> | | | | |
| Dual Language Immersion | Maintenance | Enrichment | Heritage | Transitional |
| EL/Exited ELs/Never ELs | EL students/Exited ELs | EL students/Never ELs | EL students/Never ELs | EL students <u>only</u> |
| Instructional Time: | Instructional Time: | Instructional Time: | Instructional Time: | Instructional Time: |
| Three hours per day for each language, including all subject areas | Two to three hours per day | One to two hours per day | One to two hours per day | Two to three hours per day |
| Required Courses: | Required Courses: | Required Courses: | Required Courses: | Required Courses: |
| Minimum of three hours in the home language (Language Arts and content area) and three hours in English, including ESL for EL students. | One hour of home language and one hour of ESL. Optional and/or Additional Courses: May have one additional hour of the target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). | One hour of home language. Optional and/or Additional Courses: May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). | One hour of heritage language and one hour of ESL for ELL students. Optional and/or Additional Courses: May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). | One hour of home language and one hour of ESL/ELD. Optional and/or Additional Courses: May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). |
| Purpose: | Purpose: | Purpose: | Purpose: | Purpose: |
| All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate Language 1 and Language 2. |



**State Bilingual Multicultural Education
PROGRAM AND FUNDING APPLICATION
for**

| |
|-------------------------------------|
| Mesquite Elementary School |
| Gadsden Independent School District |
| 2015–2016 School Year |



**New Mexico Public Education Department
STATE BILINGUAL MULTICULTURAL EDUCATION
FUNDING APPLICATION 2015–2016
STATE BILINGUAL MULTICULTURAL EDUCATION APPLICATION**

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.

**PART I. INITIAL APPLICATION 2015–2016
SECTIONS TO REVIEW / COMPLETE**

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. District Projections/Signature Page

In this section, the district official must include the total membership from all schools participating in the program. This is based on the average of the STARS 80th and 120th Day counts of SY 2014-2015 for the following program year, SY 2015-2016.

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 submission deadline, please indicate this on the application and submit the application as soon as the meeting occurs.

III. School Information

This section requires contact information for the school official, projections (based on the average of the STARS 80th and 120th Day data for the 2014-2015 school 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 Learners (ELs) and other students to make progress and attain proficiency in English and the Home Language.

Please submit electronic copies of the application with scanned signatures to the WEB EPSS.

If further information is needed, please contact Dr. Icela Pelayo at icela.pelayo@state.nm.us, Dr. Elisabeth Valenzuela elisabeth.valenzuel@state.nm.us, Kirsi Laine at kirsi.laine@state.nm.us, or Sherri Green at sherrit.green@state.nm.us.

STATE BILINGUAL MULTICULTURAL EDUCATION APPLICATION

I. Assurances

All districts, charter and school personnel (superintendent, principals, teachers, 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 Elementary and Secondary Act, as amended and the 1964 Office of Civil Rights Act.

6.32.2.10 PROGRAM ELIGIBILITY:

To be eligible for financial support, each program shall:

- A. Provide for the educational needs of linguistically and culturally different students, including Native American children and other students who may wish to participate, in grades kindergarten through twelve, with priority to be given to programs in grades kindergarten through three, in any public school or any combination of public schools in a district;
- B. Fund programs for culturally and linguistically different students in the state in grades kindergarten through three, for which there is an identifiable need to improve the language capabilities of both English and the home language of these students, before funding programs at higher grade levels;
- C. Use two languages as mediums of instruction in any part or all of the curriculum of the grade levels within the program;
- D. Establish a parent advisory committee, representative of the language and culture of the students, to assist and advise in the development, implementation, and evaluation of the program;
- E. Provide procedures to ensure that parental notification is given annually prior to program placement; and
- F. Provide personnel endorsed in bilingual education, TESOL, or certified in Native American language and culture. The secretary of education may authorize other personnel to implement programs if qualified personnel are not available by the submission of an approved program design that addresses recruitment, professional development, and staffing patterns.

6.32.2.11 PROGRAM APPROVAL:

The LEA shall:

- A. A public school district shall submit an initial application to the department by the date of the preceding school year as specified by the department for each school requesting program approval.
- B. The initial application shall include:
 - (1) Projected number of students to be served; and
 - (2) Signatures of superintendent, bilingual education/Title III coordinator, and school principal.
- C. The department shall review initial applications for approval. Districts with the initially- approved applications shall submit by the 20th day of the target school year the following:
 - (1) Annual measurable achievement objectives (AMAOs) for English and home language;
 - (2) Instructional plan; and
 - (3) The actual number of students to be served.

[6.32.2.11 NMAC - RP, 6.32.2.13 NMAC, 11-30-05]

6.32.2.12 PROGRAM ELEMENT - INSTRUCTION:

- A. Public schools providing an approved bilingual multicultural education program shall include:
 - (1) Instruction to attain language proficiency and literacy skills in two languages, one of which is English;
 - (2) Sheltered content instruction;
 - (3) Standardized curriculum that is aligned with the state academic content standards, benchmarks and performance standards; and
 - (4) Instruction in the history and cultures of New Mexico.

B. Public schools providing an approved Native American heritage language revitalization program shall include:

(1) Instruction to attain language proficiency and literacy skills in English and a Native American language (where tribal language is written); for Native American languages that are oral only, the literacy component shall be measured only in the skill areas/domains of listening, speaking and comprehension;

(2) Sheltered content instruction;

(3) Standardized curriculum that is aligned with the state academic content standards, benchmarks and performance standards;

(4) Instruction in the history and cultures of New Mexico Native American tribes and

(5) Public schools providing a Native American heritage language revitalization program (or other approved bilingual education model) shall obtain appropriate approval from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children.

C. The following content areas shall be included in all programs:

(1) 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);

(2) Modifications of instruction in the English language arts that address the developmental, linguistic and academic needs of students; and

(3) Depending on the program model:

(a) Content area instruction in two languages that utilizes the student's language, history, and/or culture; and/or

(b) Fine arts instruction in two languages that utilizes the student's language, history, culture, and the arts traditions of his/her community.

D. All programs shall implement one or more of the following bilingual education models in the school program:

(1) Dual language immersion: designed to develop:

(a) High academic achievement in two languages;

(b) Additive bilingual and biliterate proficiency; and

(c) Cross-cultural skills development.

(2) Enrichment: designed to further develop the home language of fully English proficient students and to teach the cultures of the state;

(3) Heritage language: designed to support and revitalize a student's native language and culture through oral and/or written language instruction; Native American language programs require approval from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children;

(4) Maintenance: designed to develop and maintain proficiency and literacy in the primary or home language while developing a student's literacy and oral skills in English;

(5) Transitional: designed to transfer students from home, language instruction with gradual transition to an all-English curriculum.

[6.32.2.12 NMAC - RP, 6.32.2.10 NMAC, 11-30-05]

6.32.2.13 PROGRAM ELEMENT - PROFESSIONAL DEVELOPMENT:

A. Public school districts shall provide professional development to teachers, teacher assistants, principals, bilingual directors or coordinators, associate superintendents, superintendents, other instructional personnel, and financial officers in the areas of:

(1) Research-based, bilingual/multicultural and/or language revitalization programs and implications for instruction;

(2) Best practices of English as a second language (ESL); English language development (ELD) and bilingual/multicultural and/or language revitalization programs; and

(3) Principles of language acquisition.

B. Bilingual/multicultural education or language revitalization programs shall be part of the district's professional development plan as required in Subsection E of Section 22-23-5 NMSA 1978. Bilingual educators, including teachers, instructional support personnel, principals, and program administrators, will participate in professional development. Principals and program administrators shall participate in training that addresses program supervision.

[6.32.2.13 NMAC - RP, 6.32.2.12 NMAC, 11-30-05]

6.32.2.14 PROGRAM ELEMENT - ASSESSMENT:

A. Trained personnel shall administer the state-approved language proficiency assessments in English and the home language annually until proficiency in each language is achieved.

B. Public school districts shall comply with federal assessment requirements, including Title I and III of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) as amended and office for civil rights requirements.

C. Students enrolled in this program shall participate in the New Mexico standards-based assessment (NMSBA) program.

D. In those grades that students do not participate in the New Mexico standards-based assessment program, the public school district shall develop and implement an assessment and evaluation program.

[6.32.2.14 NMAC - RP, 6.32.2.11 NMAC, 11-30-05]

6.32.2.15 EVALUATION:

A. To evaluate bilingual multicultural education program effectiveness and use of funds, each district shall maintain academic achievement and language proficiency data and update the data annually.

(1) Districts shall submit to the department an annual progress report.

(2) Reports shall be submitted by September 30th of the following year.

(3) The report shall include:

(a) verification that the program has identified and served students most in need (with priority given to K-3) based on language proficiency (English and home language) and academic achievement;

(b) A current analysis of assessment results by school and by model(s);

(c) Data demonstrating that participating students have met the state targets for annual measurable achievement objectives (AMAOs); and

(d) An expenditure report from the general ledger on use of funds for the program.

B. The department shall compile and analyze the student data submitted by public school districts and shall report annually to the appropriate interim legislative committee.

[6.32.2.15 NMAC - RP, 6.32.2.14 NMAC, 11-30-05]

6.32.2.16 PROGRAM RENEWAL: The district annual report will be the indicator to determine the effectiveness of the program, and need for program renewal and/or modification. The following cycle will apply for evaluation of program effectiveness:

A. After the first year (SY 2005-06), districts will report baseline data;

B. After the second year, districts shall submit a progress report, by school, indicating how schools met annual measurable achievement objectives from year one to year two; if data shows improvement, the public school district may continue the program as previously outlined in the initial or modified application;

C. After two consecutive years of the school's failing to make progress toward meeting AMAOs, the department shall:

(1) Notify the public school district that the school has not demonstrated reasonable progress;

(2) Assist the school in the development of an improvement plan; and

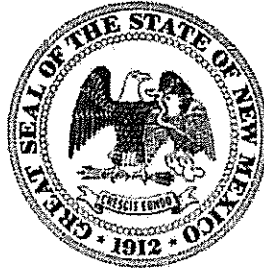
(3) Provide technical assistance to the school and district.

D. After four consecutive years of the school's failure to make progress toward meeting AMAOs, the department shall:

(1) Require the school to modify the curriculum, program, and method of instruction; or

(2) The program shall be redesigned, modified, or discontinued by the department.

[6.32.2.16 NMAC - RP, 6.32.2.15 NMAC, 11-30-05]



**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING
APPLICATION**

II: District Projection 2015–2016 and Signatures

Number of Participating Students Projected in the District Instructional Program Model(s)

| District Name: Gadsden Independent School District | | | | | |
|--|------------------------------|---------------------|---------------|-----------------------|---|
| Instructional Program Model | Instructional Hour(s) | Never EL (0) | EL (1) | Exited EL (≥2) | District Projection (Number of Students) |
| Dual Language (0,1, and ≥ 2) | 3 Hour | 500 | 1777 | 420 | 2697 |
| Maintenance (1 and ≥ 2) | | | | | |
| Heritage (0,1, and ≥ 2) | | | | | |
| Enrichment (0, and ≥ 2) | | | | | |
| Transitional (1 only) | 2 and 3 Hours | | 1174 | | 1174 |
| Total Students in Each Instructional Program Model | | | | | 3871 |

Note: These numbers could differ from the actual number reported for the 20th Day
Keys for Language Status: 0= Never EL; 1- Current EL; ≥2= EL Exit Year 1 and above

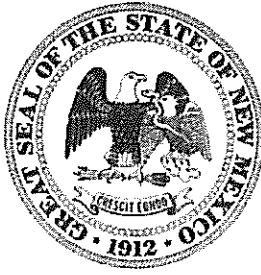
| | | | | |
|----------------------------|-------------------|--------------|--------------------------|---------------|
| Superintendent: | Signature: | Date: | Email: | Phone: |
| Efren Yturalde | | | eyturalde@gisd.k12.nm.us | 575-882-6200 |
| Finance Manager: | Signature: | Date: | Email: | Phone: |
| Steve Suggs | | | ssuggs@gisd.k12.nm.us | 575-882-6241 |
| Bilingual Director: | Signature: | Date: | Email: | Phone: |
| Susan Yturalde | | | syturalde@gisd.k12.nm.us | 575-822-6267 |

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that: 1) the information he/she has read in the application package is understood; 2) that the information is accurate; and 3) that the application is complete and he/she certifies compliance with the assurances. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

SCHOOL BOARD MEETING/BOARD PRESIDENT'S SIGNATURE

| | |
|-------------------|--------------|
| Signature: | Date: |
| | |

Applications will be reviewed in the order that they are submitted. We encourage you to submit your plan as soon as possible, but no later than **June 15, 2015**.



**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING
APPLICATION**

II: School Projection 2015–2016 and Signatures

Number of Participating Students Projected in the School Instructional Program Model(s)

| | | |
|--|---|--------------------------|
| District Name: Gadsden Independent School District | School Name: Mesquite Elementary School | |
| Instructional Program Model | Instructional Hour(s) | School Projection |
| Dual Language | 3 hour program | 284 |
| Maintenance | | |
| Heritage | | |
| Enrichment | | |
| Transitional | | |
| Total Bilingual Students in All Program Models | | 284 |

Note: These numbers could differ from the actual number reported for the 20th Day.

| | | | | |
|--|------------------------|--------------|---------------------------|---------------|
| Principal: | Signature: | Date: | Email: | Phone: |
| Angela Silvaggio | <i>A. Silvaggio</i> | 4-29-15 | asilvaggio@gisd.k12.nm.us | 575-233-3925 |
| Parent Advisory Committee (PAC) Representative: | Signature: | Date: | Email: | Phone: |
| | <i>Claudio C. Pico</i> | 4-29-15 | | |
| Bilingual Director: | Signature: | Date: | Email: | Phone: |
| Susan Yturralde | <i>S. Yturralde</i> | 4-29-15 | syurralde@gisd.nm.us | 575-882-6267 |

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that 1) the information he/she has read in the application package is understood 2) that the information is accurate; 3) that the application is complete and he/she certifies compliance with the assurances. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

Applications will be reviewed in the order that they are submitted. We encourage you to submit your plan as soon as possible, but no later than **June 15, 2015**.

PRIOR YEAR GOALS

Were program criteria during SY 2014–2015 met? YES _____ NO _____ PARTIALLY ___X___

What were the strengths of your bilingual program?

During the 2014-2015 school year, a specific time was allotted daily to ensure that all ELL students receive ESL/ELD instruction. Additionally, all staff assigned to bilingual classrooms has either a Bilingual or TESOL endorsement or are working toward such. As measured by ACCESS, 64% of students were identified as "Making Progress" which is above the state goal. Fourteen percent of students were identified as proficient in English as measured by ACCESS. This was also above the state goal.

What were the challenges of your bilingual program?

The ELL student proficiency levels in Reading and Math were below the expected School Growth Targets (SGTs) set by the state.

If you did not meet your program goals, what will the district/school do to ensure that they are met?

Working toward meeting the SGTs in math and reading is something that the teachers in Mesquite have worked on during the year by aligning CCSS to lesson plans and by utilizing the PARCC blueprints to ensure that all standards are taught within the school year. An after school tutoring program, funded by the district, was implemented for 5th and 6th grade students that were in need of intense vocabulary and language acquisition. In addition, Imagine Learning with a focus on language acquisition was utilized as an after school tutoring program for students K-2nd grades. This program was also funded by the district.

How will you ensure that funds will be aligned so that statutory program goals are met?

Funding needs are discussed with the staff and allocated through the EPSS and all goals set forth within. The Leadership Team consistently analyzes district testing data and offers input into strategies that may help all students including the ELL population.

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION
2015–2016**

III. SCHOOL PROGRAM INFORMATION

| School Site: Mesquite Elementary School | | | | |
|---|------------------------|---------------------------------|--|--------------------------------------|
| SMART Goals: <u>Specific, Measureable, Agreed-upon, Realistic, Time-Based</u> | | | | |
| A. School Goals of the Bilingual Multicultural Education Program Model | | | | |
| Goal 1: English Proficiency (To include students making progress in learning English, and attaining English proficiency-ACCESS for ELLs© Data) | | | | |
| a) What are the trends in your ACCESS for ELLs© Data? | | | | |
| AMAO #1 and AMAO #2 were met during the 2013-14 school year. AMAO #3 was not met. | | | | |
| b) Based on the ACCESS for ELLs© data trends, what is the projected growth you expect EL students to make with current data? | | | | |
| Mesquite Elementary Students will meet the goals of: | | | | |
| AMAO #1- 52% or more of the students will make progress in learning English as measured by ACCESS results | | | | |
| AMAO #2- 12% or more of the students will attain proficiency in English as measured by ACCESS | | | | |
| c) What action steps and/or activities will you implement to meet the growth stated above? | | | | |
| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
| Mesquite Elementary teachers will continue to utilize the WIDA standards to teach ELL students | August 2015– May 2016 | Teachers Instructional Coach | K-6 Teachers | \$600 for amplification of Standards |
| Mesquite Elementary will provide PLCs focused on teaching and using academic language | August 2015- May 2016 | Instructional Coach | K-6 Teachers Specials Teachers SPED Teachers | \$500– copies |
| ELL students will continue to utilize Imagine Learning | August 2015 – May 2016 | Teachers | K-6 Teachers and students | License Fees |
| | | | | |

Goal 2: Home Language Proficiency

a) What are the trends in the program’s Target (home/heritage) Language Proficiency data?

WMLS results indicate that currently 58% of students were proficient in Spanish, 42% of students were Intermediate in Spanish, and 0% of students were Beginning

b) Based on the Target (home/heritage) Language Proficiency data trends, what is the projected growth you expect all students in the program to make, based on current data

Mesquite Elementary will improve from 58% proficiency to 60% proficiency in Native Language as Measured by the WMLS.

Goal 3: Academic Achievement in Reading

a) What are the trends in your reading Standards-based Assessment/short-cycle data?

Based on 2013-14 data, 32% of ELL students were proficient in Reading which is less than the SGT of 61%.

Based on 2014-2015 short cycle DRA/EDL data- as of March 2015, 60 % of students were identified as proficient in grades 3-6 based on language of testing. This indicates that SGT for Reading is likely to be met.

b) Based on the Standards-based Assessment/short-cycle reading data trends, what is the projected growth you expect ALL students in the program to make based on current data?

Based on short cycle data, we anticipate a minimum of 10 percentage point growth on SBA Reading results

c) What action steps and/or activities will you implement to meet the growth stated above?

| Detailed description proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
|--|--------------------------|---------------------|--------------|--------------------|
| Meet weekly in PLCs to discuss student assessment data and determine teaching strategies | June 24, 2015 – May 2016 | Instructional Coach | Teachers | \$100 supplies |
| Implement K-3+ program with 80% of enrolled students in grades K-3 | June 24 – July 29, 2015 | Principal Teachers | K-3 Students | Grant of \$160,000 |
| | | | | |
| | | | | |
| | | | | |

B. Parent and Community Involvement: Activities, Detailed Description of Proposed Activities, Timeline, Person(s) Involved

| Detailed Description of Proposed Activities to Reach Goals | Timeline | Responsibility | Participants | Funding Amount |
|---|-------------------------|-------------------------------|----------------------------|------------------------------------|
| PAC/Monthly Coffee with the Principal meetings with imbedded CCSS workshops | August 2015 to May 2016 | Principal Instructional Coach | Parents/ Community members | \$200 supplies \$200 food items |
| | | | | |
| | | | | |
| | | | | |

c) What action steps and/or activities will you implement to meet the growth stated above?

| Detailed description of proposed action steps/ | Timeline | Responsibility | Participants | Funding Amount |
|--|----------|----------------|--------------|----------------|
|--|----------|----------------|--------------|----------------|

| | | | | |
|---|-----------------------|---|----------------------------|----------------|
| activities to reach goals | | | | |
| Students in grades K-1 will utilize Imagine Learning Espanol | August 2015-May 2016 | K-1 Bilingual Teachers | Students in the DL program | License Fees |
| Data will be collected and analyzed regarding home language literacy skills | August 2015- May 2016 | K-6 Bilingual Teachers Instructional Coach | K-6 Bilingual Teachers | \$250 supplies |
| | | | | |
| | | | | |
| | | | | |

Goal 4: Academic Achievement in Math** Only complete for 3-hour programs in which Math is the Content Area**

a) What are the trends in your math Standards-based Assessment/short-cycle data? We are closing the gap to within 6 percentage points of the school's growth target.

b) Based on the Standards-based Assessment/short-cycle math data trends, what is the projected growth you expect all students in the program to make based on current data? We are going to move from 49% to 60%, an 11% gain.

c) What action steps and/or activities will you implement to meet the growth stated above?

| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
|--|----------|---|-----------------------------|----------------|
| First in math | Ongoing | Classroom Teachers | Students | License Fees |
| Afterschool tutoring | Ongoing | Classroom Teachers | Students | \$2000.00 |
| PLC meetings | Ongoing | Instructional Coach | Teachers and Administration | \$100.00 |
| TenMarks | Ongoing | 3 rd -6 th grade teachers | Students and teachers | License Fees |
| | | | | |

B. Parent and Community Involvement: Activities, Detailed Description of Proposed Activities, Timeline, Person(s) Involved

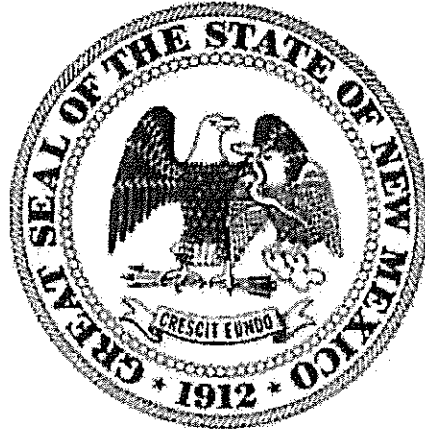
| Detailed Description of Proposed Activities to Reach Goals | Timeline | Responsibility | Participants | Funding Amount |
|---|-------------------------|--|---|------------------------------------|
| Family math night | Fall 2015 | Classroom teachers and instructional coach | Classroom teachers, students, parents, administration | \$100.00 |
| PAC/Monthly Coffee with the Principal meetings with imbedded CCSS workshops | August 2015 to May 2016 | Principal Instructional Coach | Parents/ Community members | \$200 supplies \$200 food items |

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

APPENDIX A: Summary of Bilingual Education Program Models Bilingual Education/Title III

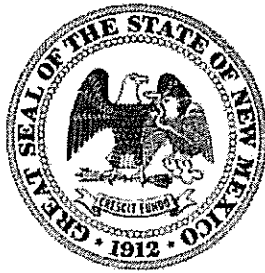
A program model is the method (and services) the district will use to ensure that all students placed in bilingual multicultural education programs receive proper instruction. The model serves as the foundation for the determination of the number of hours a student is placed in. There are five program models funded by the state The five models are- Dual Language, Maintenance, Enrichment, Heritage, and Transitional. A school may use more than one model to serve the individual needs of its students.

| Dual Language Immersion | Maintenance | Enrichment | Heritage | Transitional |
|---|--|---|--|---|
| EL/Exited ELs/Never ELs | EL students/Exited ELs | EL students/Never ELs | EL students/Never ELs | EL students <u>only</u> |
| Instructional Time: | Instructional Time: | Instructional Time: | Instructional Time: | Instructional Time: |
| Three hours per day for each language, including all subject areas | Two to three hours per day | One to two hours per day | One to two hours per day | Two to three hours per day |
| Required Courses: | Required Courses: | Required Courses: | Required Courses: | Required Courses: |
| Minimum of three hours in the home language (Language Arts and content area) and three hours in English, including ESL for EL students. | One hour of home language and one hour of ESL. Optional and/or Additional Courses: May have one additional hour of the target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). | One hour of home language. Optional and/or Additional Courses: May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). | One hour of heritage language and one hour of ESL for ELL students. Optional and/or Additional Courses: May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). | One hour of home language and one hour of ESL/ELD. Optional and/or Additional Courses: May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). |
| Purpose: | Purpose: | Purpose: | Purpose: | Purpose: |
| All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate Language 1 and Language 2. |



**State Bilingual Multicultural Education
PROGRAM AND FUNDING APPLICATION
for**

| |
|-------------------------------------|
| North Valley Elementary School |
| Gadsden Independent School District |
| 2015–2016 School Year |



**New Mexico Public Education Department
STATE BILINGUAL MULTICULTURAL EDUCATION
FUNDING APPLICATION 2015–2016
STATE BILINGUAL MULTICULTURAL EDUCATION APPLICATION**

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.

**PART I. INITIAL APPLICATION 2015–2016
SECTIONS TO REVIEW / COMPLETE**

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. District Projections/Signature Page

In this section, the district official must include the total membership from all schools participating in the program. This is based on the average of the STARS 80th and 120th Day counts of SY 2014-2015 for the following program year, SY 2015-2016.

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 submission deadline, please indicate this on the application and submit the application as soon as the meeting occurs.

III. School Information

This section requires contact information for the school official, projections (based on the average of the STARS 80th and 120th Day data for the 2014-2015 school 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 Learners (ELs) and other students to make progress and attain proficiency in English and the Home Language.

Please submit electronic copies of the application with scanned signatures to the WEB EPSS.

If further information is needed, please contact Dr. Icela Pelayo at icela.pelayo@state.nm.us, Dr. Elisabeth Valenzuela elisabeth.valenzuel@state.nm.us, Kirsi Laine at kirsi.laine@state.nm.us, or Sherri Green at sherrit.green@state.nm.us.

STATE BILINGUAL MULTICULTURAL EDUCATION APPLICATION

I. Assurances

All district, charter and school personnel (superintendent, principals, teachers, 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 Elementary and Secondary Act, as amended and the 1964 Office of Civil Rights Act.

6.32.2.10 PROGRAM ELIGIBILITY:

To be eligible for financial support, each program shall:

- A. provide for the educational needs of linguistically and culturally different students, including Native American children and other students who may wish to participate, in grades kindergarten through twelve, with priority to be given to programs in grades kindergarten through three, in any public school or any combination of public schools in a district;
- B. fund programs for culturally and linguistically different students in the state in grades kindergarten through three, for which there is an identifiable need to improve the language capabilities of both English and the home language of these students, before funding programs at higher grade levels;
- C. use two languages as mediums of instruction for any part or all of the curriculum of the grade levels within the program;
- D. establish a parent advisory committee, representative of the language and culture of the students, to assist and advice in the development, implementation, and evaluation of the program;
- E. provide procedures to ensure that parental notification is given annually prior to program placement; and
- F. provide personnel endorsed in bilingual education, TESOL, or certified in Native American language and culture. The secretary of education may authorize other personnel to implement programs if qualified personnel are not available by the submission of an approved program design that addresses recruitment, professional development, and staffing patterns.

6.32.2.11 PROGRAM APPROVAL:

The LEA shall:

- A. A public school district shall submit an initial application to the department by the date of the preceding school year as specified by the department for each school requesting program approval.
- B. The initial application shall include:
 - (1) projected number of students to be served; and
 - (2) signatures of superintendent, bilingual education/Title III coordinator, and school principal.
- C. The department shall review initial applications for approval. Districts with initially- approved applications shall submit by the 20th day of the target school year the following:
 - (1) annual measurable achievement objectives (AMAOs) for English and home language;
 - (2) instructional plan; and
 - (3) actual number of students to be served.

[6.32.2.11 NMAC - Rp, 6.32.2.13 NMAC, 11-30-05]

6.32.2.12 PROGRAM ELEMENT - INSTRUCTION:

- A. Public schools providing an approved bilingual multicultural education program shall include:
 - (1) instruction to attain language proficiency and literacy skills in two languages, one of which is English;
 - (2) sheltered content instruction;
 - (3) standardized curriculum that is aligned with the state academic content standards, benchmarks and performance standards; and
 - (4) instruction in the history and cultures of New Mexico.
- B. Public schools providing an approved Native American heritage language revitalization program shall include:

(1) instruction to attain language proficiency and literacy skills in English and a Native American language (where tribal language is written); for Native American languages that are oral only, the literacy component shall be measured only in the skill areas/domains of listening, speaking and comprehension;

(2) sheltered content instruction;

(3) standardized curriculum that is aligned with the state academic content standards, benchmarks and performance standards;

(4) instruction in the history and cultures of New Mexico Native American tribes and

(5) public schools providing a Native American heritage language revitalization program (or other approved bilingual education model) shall obtain appropriate approval from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children.

C. The following content areas shall be included in all programs:

(1) 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);

(2) modifications of instruction in the English language arts that address the developmental, linguistic and academic needs of students; and

(3) depending on the program model:

(a) content area instruction in two languages that utilizes the student's language, history, and/or culture; and/or

(b) fine arts instruction in two languages that utilizes the student's language, history, culture, and the arts traditions of his/her community.

D. All programs shall implement one or more of the following bilingual education models in the school program:

(1) dual language immersion: designed to develop:

(a) high academic achievement in two languages;

(b) additive bilingual and biliterate proficiency; and

(c) cross-cultural skills development.

(2) enrichment: designed to further develop the home language of fully English proficient students and to teach the cultures of the state;

(3) heritage language: designed to support and revitalize a student's native language and culture through oral and/or written language instruction; Native American language programs require approval from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children;

(4) maintenance: designed to develop and maintain proficiency and literacy in the primary or home language while developing a student's literacy and oral skills in English;

(5) transitional: designed to transfer students from home language instruction with gradual transition to an all-English curriculum.

[6.32.2.12 NMAC - Rp, 6.32.2.10 NMAC, 11-30-05]

6.32.2.13 PROGRAM ELEMENT - PROFESSIONAL DEVELOPMENT:

A. Public school districts shall provide professional development to teachers, teacher assistants, principals, bilingual directors or coordinators, associate superintendents, superintendents, other instructional personnel, and financial officers in the areas of:

(1) research-based bilingual/multicultural and/or language revitalization programs and implications for instruction;

(2) best practices of English as a second language (ESL); English language development (ELD) and bilingual/multicultural and/or language revitalization programs; and

(3) principles of language acquisition.

B. Bilingual/multicultural education or language revitalization programs shall be part of the district's professional development plan as required in Subsection E of Section 22-23-5 NMSA 1978. Bilingual educators, including teachers, instructional support personnel, principals, and program administrators,

will participate in professional development. Principals and program administrators shall participate in training that addresses program supervision.

[6.32.2.13 NMAC - Rp, 6.32.2.12 NMAC, 11-30-05]

6.32.2.14 PROGRAM ELEMENT - ASSESSMENT:

A. Trained personnel shall administer state-approved language proficiency assessments in English and the home language annually until proficiency in each language is achieved.

B. Public school districts shall comply with federal assessment requirements, including Titles I and III of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) as amended and office for civil rights requirements.

C. Students enrolled in this program shall participate in the New Mexico standards-based assessment (NMSBA) program.

D. In those grades that students do not participate in the New Mexico standards-based assessment program, the public school district shall develop and implement an assessment and evaluation program.

[6.32.2.14 NMAC - Rp, 6.32.2.11 NMAC, 11-30-05]

6.32.2.15 EVALUATION:

A. To evaluate bilingual multicultural education program effectiveness and use of funds, each district shall maintain academic achievement and language proficiency data and update the data annually.

(1) Districts shall submit to the department an annual progress report.

(2) Reports shall be submitted by September 30th of the following year.

(3) The report shall include:

(a) verification that the program has identified and served students most in need (with priority given to K-3) based on language proficiency (English and home language) and academic achievement;

(b) a current analysis of assessment results by school and by model(s);

(c) data demonstrating that participating students have met the state targets for annual measurable achievement objectives (AMAOs); and

(d) an expenditure report from the general ledger on use of funds for the program.

B. The department shall compile and analyze the student data submitted by public school districts and shall report annually to the appropriate interim legislative committee.

[6.32.2.15 NMAC - Rp, 6.32.2.14 NMAC, 11-30-05]

6.32.2.16 PROGRAM RENEWAL: The district annual report will be the indicator to determine the effectiveness of the program, and need for program renewal and/or modification. The following cycle will apply for evaluation of program effectiveness:

A. after the first year (SY 2005-06), districts will report baseline data;

B. after the second year, districts shall submit a progress report, by school, indicating how schools met annual measurable achievement objectives from year one to year two; if data shows improvement, the public school district may continue the program as previously outlined in the initial or modified application;

C. after two consecutive years of the school's failing to make progress toward meeting AMAOs, the department shall:

(1) notify the public school district that the school has not demonstrated reasonable progress;

(2) assist the school in the development of an improvement plan; and

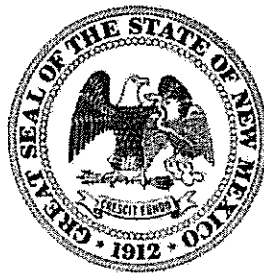
(3) provide technical assistance to the school and district.

D. after four consecutive years of the school's failure to make progress toward meeting AMAOs, the department shall:

(1) require the school to modify the curriculum, program, and method of instruction; or

(2) the program shall be redesigned, modified, or discontinued by the department.

[6.32.2.16 NMAC - Rp, 6.32.2.15 NMAC, 11-30-05]



STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION

II: District Projection 2015–2016 and Signatures

Number of Participating Students Projected in the District Instructional Program Model(s)

| District Name: Gadsden Independent School District | | | | | |
|--|-----------------------|--------------|--------|------------------------|--|
| Instructional Program Model | Instructional Hour(s) | Never EL (0) | EL (1) | Exited EL (≥ 2) | District Projection (Number of Students) |
| Dual Language (0,1, and ≥ 2) | 3 Hour | 500 | 1777 | 420 | 2697 |
| Maintenance (1 and ≥ 2) | | | | | |
| Heritage (0,1, and ≥ 2) | | | | | |
| Enrichment (0, and ≥ 2) | | | | | |
| Transitional (1 only) | 2 and 3 Hours | | 1174 | | 1174 |
| Total Students in Each Instructional Program Model | | | | | 3871 |

Note: These numbers could differ from the actual number reported for the 20th Day
Keys for Language Status: 0= Never EL; 1- Current EL; ≥ 2 = EL Exit Year 1 and above

| Superintendent: | Signature: | Date: | Email: | Phone: |
|---------------------|------------|-------|--|--------------|
| Efren Yturalde | | | eyturalde@gisd.k12.nm.us | 575-882-6200 |
| Finance Manager: | Signature: | Date: | Email: | Phone: |
| Steve Suggs | | | ssuggs@gisd.k12.nm.us | 575-882-6241 |
| Bilingual Director: | Signature: | Date: | Email: | Phone: |
| Susan Yturalde | | | syturalde@gisd.k12.nm.us | 575-822-6267 |

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that: 1) the information he/she has read in the application package is understood; 2) that the information is accurate; and 3) that the application is complete and he/she certifies compliance with the assurances. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

SCHOOL BOARD MEETING/BOARD PRESIDENT'S SIGNATURE

| | |
|-------------------|--------------|
| Signature: | Date: |
| | |

Applications will be reviewed in the order that they are submitted. We encourage you to submit your plan as soon as possible, but no later than **June 15, 2015**.



**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING
APPLICATION**

II: School Projection 2015–2016 and Signatures

Number of Participating Students Projected in the School Instructional Program Model(s)

| | | |
|--|---|--------------------------|
| District Name: Gadsden Independent School District | School Name: North Valley Elementary School | |
| Instructional Program Model | Instructional Hour(s) | School Projection |
| Dual Language | 3 hour program | 248 |
| Maintenance | | |
| Heritage | | |
| Enrichment | | |
| Transitional | | |
| Total Bilingual Students in All Program Models | | 248 |

Note: These numbers could differ from the actual number reported for the 20th Day.

| | | | | |
|--|------------------------|--------------|----------------------------|---------------|
| Principal: | Signature: | Date: | Email: | Phone: |
| Maria L. Hernandez | <i>Maria Hernandez</i> | 4/28/15 | mlhernandez@gisd.k12.nm.us | 575-233-1092 |
| Parent Advisory Committee (PAC) Representative: | Signature: | Date: | Email: | Phone: |
| Sylvia Mora | <i>Sylvia Mora</i> | 4/28/15 | redmarisopasm@yahoo.com | 575-644-0031 |
| Bilingual Director: | Signature: | Date: | Email: | Phone: |
| Susan Yturralde | <i>S. Yturralde</i> | 4/28/15 | sytrralde@gisd.nm.us | 575-882-6267 |

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that 1) the information he/she has read in the application package is understood 2) that the information is accurate; 3) that the application is complete and he/she certifies compliance with the assurances. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

Applications will be reviewed in the order that they are submitted. We encourage you to submit your plan as soon as possible, but no later than **June 15, 2015**.

PRIOR YEAR GOALS

Were program criteria during SY 2014–2015 met? YES _____ NO _____ PARTIALLY ___ X _____

What were the strengths of your bilingual program?

Students are instructed by highly qualified Bilingual and TESOL endorsed teachers in our 50:50 Dual Language program. Our focus is to develop students to become bi-literate and bi-cultural.

What were the challenges of your bilingual program?

The greatest challenge occurs when students arrive in in 3rd grade not reading at grade level in both languages. Developing two languages takes time and while the data may show some challenges in the acquisition of language our data in the upper grades reflect positive trends. Students continue to be instructed 50% of the time in both languages.

If you did not meet your program goals, what will the district/school do to ensure that they are met?

ELL students will receive reading and writing instruction through Reader's Workshop and Writer's Workshop. ELL students will receive one hour daily of ESL or ELD instruction which will include IMAGINE Learning. Students in the Bilingual Multicultural Education Program will receive reading and writing instruction in home language art (other than English) through Reader's and Writer's Workshop. Instruction in the home language (other than English) is delivered by appropriately endorsed teacher. ELL students will also receive reading intervention services if needed.

How will you ensure that funds will be aligned so that statutory program goals are met?

North Valley will continue to meet with the School Leadership Team and Budget Committee to ensure that monies allocated to the Bilingual population are used with program goals. The school will continue to receive access to Imagine Learning and Leveled Learning Interventions (LLI).

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION
2015-2016**

III. SCHOOL PROGRAM INFORMATION

School Site: North Valley Elementary School

SMART Goals: Specific, Measureable, Agreed-upon, Realistic, Time-Based

A. School Goals of the Bilingual Multicultural Education Program Model

The percentage of students in grades Kindergarten to 6th grade making progress will increase by 0.5 percentage point as measured by overall ACCESS.

Goal 1: English Proficiency (To include students making progress in learning English, and attaining English proficiency-ACCESS for ELLs© Data)

a) What are the trends in your ACCESS for ELLs© Data?

NVE, has met the percentage for goal 1: Making Progress on the ACCESS for ELL's for two or more consecutive years.

**In 2014 10.5% of the ELL students at NV scored at 5 or above on the Overall ACCESS
In 2013 14.0% of the ELL students at NV scored a 5 or above on the Overall ACCESS**

**In 2014 50.7% of the ELL students at NV scored a 5 or above on the Listening portion of the ACCESS.
In 2013 49.7 % of the ELL students at NV scored a 5 or above on the Listening portion of the ACCESS.**

**In 2014 43.6% of the ELL students at NV scored a 5 or above on the Speaking portion of the ACCESS.
In 2013 48.4% of the ELL students at NV scored a 5 or above on the Speaking portion of ACCESS.**

**In 2014 25.4 % of the ELL students at NV scored a 5 or above on the Reading portion of the ACCESS.
In 2013 31.2% of the ELL students at NV scores a 5 or above on the Reading portion of the ACCESS.**

**In 2014 3.0% of the ELL students at NV scored a 5 or above on the Writing portion of the ACCESS.
In 2013 7.0% of the ELL students at NV scored a 5 or above on the Writing portion of the ACCESS.**

b) Based on the ACCESS for ELLs© data trends, what is the projected growth you expect ELL students to make with current data?

In 2015 NV projects that 12% of its ELL students will receive a 5 or above on the overall ACCESS. There should also be an increase in the percentage of students who score a 5 or above on the reading and writing portions.

c) What action steps and/or activities will you implement to meet the growth stated above?

| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
|---|-----------------|-----------------------|---------------------|-----------------------|
| ELL students will receive reading and writing instruction through | 2015-2016 | Classroom Teachers | ELL Students | |

| | | | | |
|---|-----------|--------------------|--------------|--|
| Reader's and Writer's Workshop. | | | | |
| ELL students will receive content ELL strategies by a TESOL endorsed teacher | 2015-2016 | Classroom Teachers | ELL Students | |
| ELL students will receive 1 hour daily of ESL or ELD instruction which will include Imagine Learning. | 2015-2016 | Classroom Teachers | ELL Students | |

Goal 2: Home Language Proficiency

a) What are the trends in the program's Target (home/heritage) Language Proficiency data?

**In 2015 18.4% out of 38 DL students at NVE scored proficient on the Woodcock-Muñoz.
In 2014 31.5% out of 54 DL students at NVE scored proficient on the Woodcock-Muñoz.**

b) Based on the Target (home/heritage) Language Proficiency data trends, what is the projected growth you expect all students in the program to make, based on current data?

In 2016 there should be a.05 percentage point growth of student proficiency on the Woodcock-Muñoz.

c) What action steps and/or activities will you implement to meet the growth stated above?

| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
|--|-----------------|-----------------------|----------------------------|-----------------------|
| Students in the Bilingual Multicultural Education Program will receive reading and writing instruction in the home language (other than English) through Reader's and Writer's Workshop. | 2015-2016 | Classroom Teacher | Dual language participants | + |
| Instruction in the home language (other than English) is delivered by appropriately endorsed teacher | 2015-2016 | Classroom Teacher | Dual language participants | |
| Instruction/intervention using Imagine Learning en Español. | 2015-2016 | Classroom Teacher | Dual language participants | |

Goal 3: Academic Achievement in Reading

a) What are the trends in your reading Standards-based Assessment/short-cycle data?

In 2014 21.8% of the ELL students at NVE scored proficient on the SBA in reading
 In 2013 32.9% of the ELL students at NVE scored proficient on the SBA in reading.
 In 2012 33.6% of the ELL students at NVE scored proficient on the SBA in reading.

b) Based on the Standards-based Assessment/short-cycle reading data trends, what is the projected growth you expect ALL students in the program to make based on current data?

ELL students in grades 3-6 will increase reading proficiency score by 10 percentage points and move from 21.8% to a 31.8%

c) What action steps and/or activities will you implement to meet the growth stated above?

| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
|---|-----------|-------------------|--------------|----------------|
| ELL students receive reading and writing instruction through reader's theatre and writer's workshop | 2015-2016 | Classroom Teacher | ELL Students | |
| ELL students receive ELL strategies by a TESOL endorsed teacher | 2015-2016 | Classroom Teacher | ELL Students | |
| Qualifying ELL students will receive reading intervention | 2015-2016 | Classroom Teacher | ELL Students | |

B. Parent and Community Involvement: Activities, Detailed Description of Proposed Activities, Timeline, Person(s) Involved

| Detailed Description of Proposed Activities to Reach Goals | Timeline | Responsibility | Participants | Funding Amount |
|--|-----------|------------------|-----------------------|----------------|
| Open House | 2015-2016 | Campus Principal | Faculty and Community | |
| Family Reading Night | 2015-2016 | Campus Principal | Faculty and Community | |
| Science Fair | 2015-2016 | Campus Principal | Faculty and Community | |
| PAC/Coffee with the Principal | 2015-2016 | Campus Principal | Faculty and Community | |

Goal 4: Academic Achievement in Math** Only complete for 3-hour programs in which Math is the Content Area**

a) What are the trends in your math Standards-based Assessment/short-cycle data?

In 2014 32.7% of the ELL students at NVE scored proficient on the SBA in math
 In 2013 44.7 %of the ELL students at NVE scored proficient on the SBA in math.
 In 2012 28.9% of the ELL students at NVE scored proficient on the SBA in math.

b) Based on the Standards-based Assessment/short-cycle math data trends, what is the projected growth you expect all students in the program to make based on current data?

ELL students in grades 3-6 will increase math proficiency score by 10 percentage points and move from 32.7% to a 42.7%

c) What action steps and/or activities will you implement to meet the growth stated above?

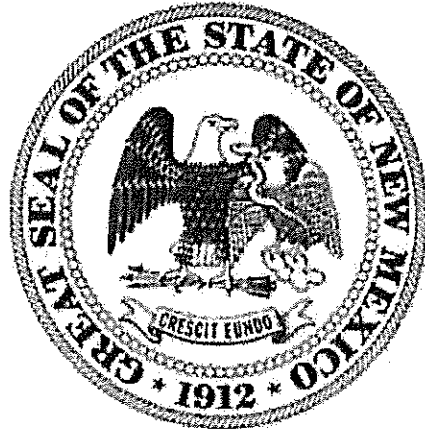
| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
|---|-----------|-------------------|--------------|----------------|
| ELL students receive math instruction during math workshop | 2015-2016 | Classroom Teacher | ELL students | |
| ELL students receive ELL strategies by a TESOL endorsed teacher when working on math problems | 2015-2016 | Classroom Teacher | ELL students | |
| Qualifying ELL students will receive the math intervention | 2015-2016 | Classroom Teacher | ELL students | |

B. Parent and Community Involvement: Activities, Detailed Description of Proposed Activities, Timeline, Person(s) Involved

| Detailed Description of Proposed Activities to Reach Goals | Timeline | Responsibility | Participants | Funding Amount |
|--|-----------|------------------|-----------------------|----------------|
| Family Math Night | 2015-2016 | Campus Principal | Faculty and Community | |
| Science Fair | 2015-2016 | Campus Principal | Faculty and Community | |
| PAC/Coffee with the Principal | 2015-2016 | Campus Principal | Faculty and Community | |

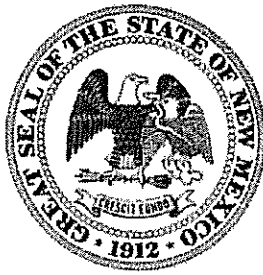
APPENDIX A: Summary of Bilingual Education Program Models Bilingual Education/Title III

| | | | | |
|---|--|---|--|---|
| <p>A program model is the method (and services) the district will use to ensure that all students placed in bilingual multicultural education programs receive proper instruction. The model serves as the foundation for the determination of the number of hours a student is placed in. There are five program models funded by the state The five models are- Dual Language, Maintenance, Enrichment, Heritage, and Transitional. A school may use more than one model to serve the individual needs of its students.</p> | | | | |
| Dual Language Immersion | Maintenance | Enrichment | Heritage | Transitional |
| EL/Exited ELs/Never ELs | EL students/Exited ELs | EL students/Never ELs | EL students/Never ELs | EL students <u>only</u> |
| Instructional Time: | Instructional Time: | Instructional Time: | Instructional Time: | Instructional Time: |
| Three hours per day for each language, including all subject areas | Two to three hours per day | One to two hours per day | One to two hours per day | Two to three hours per day |
| Required Courses: | Required Courses: | Required Courses: | Required Courses: | Required Courses: |
| Minimum of three hours in the home language (Language Arts and content area) and three hours in English, including ESL for EL students. | One hour of home language and one hour of ESL. Optional and/or Additional Courses: May have one additional hour of the target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). | One hour of home language. Optional and/or Additional Courses: May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). | One hour of heritage language and one hour of ESL for ELL students. Optional and/or Additional Courses: May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). | One hour of home language and one hour of ESL/ELD. Optional and/or Additional Courses: May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). |
| Purpose: | Purpose: | Purpose: | Purpose: | Purpose: |
| All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate Language 1 and Language 2. |



**State Bilingual Multicultural Education
PROGRAM AND FUNDING APPLICATION
for**

| |
|-------------------------------------|
| Riverside Elementary School |
| Gadsden Independent School District |
| 2015–2016 School Year |



**New Mexico Public Education Department
STATE BILINGUAL MULTICULTURAL EDUCATION
FUNDING APPLICATION 2015–2016
STATE BILINGUAL MULTICULTURAL EDUCATION APPLICATION**

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.

**PART I. INITIAL APPLICATION 2015–2016
SECTIONS TO REVIEW / COMPLETE**

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. District Projections/Signature Page

In this section, the district official must include the total membership from all schools participating in the program. This is based on the average of the STARS 80th and 120th Day counts of SY 2014-2015 for the following program year, SY 2015-2016.

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 submission deadline, please indicate this on the application and submit the application as soon as the meeting occurs.

III. School Information

This section requires contact information for the school official, projections (based on the average of the STARS 80th and 120th Day data for the 2014-2015 school 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 Learners (ELs) and other students to make progress and attain proficiency in English and the Home Language.

Please submit electronic copies of the application with scanned signatures to the WEB EPSS.

If further information is needed, please contact Dr. Icela Pelayo at icela.pelayo@state.nm.us, Dr. Elisabeth Valenzuela elisabeth.valenzuel@state.nm.us, Kirsi Laine at kirsi.laine@state.nm.us, or Sherri Green at sherrit.green@state.nm.us.

STATE BILINGUAL MULTICULTURAL EDUCATION APPLICATION

I. Assurances

All district, charter and school personnel (superintendent, principals, teachers, 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 Elementary and Secondary Act, as amended and the 1964 Office of Civil Rights Act.

6.32.2.10 PROGRAM ELIGIBILITY:

To be eligible for financial support, each program shall:

- A. provide for the educational needs of linguistically and culturally different students, including Native American children and other students who may wish to participate, in grades kindergarten through twelve, with priority to be given to programs in grades kindergarten through three, in any public school or any combination of public schools in a district;
- B. fund programs for culturally and linguistically different students in the state in grades kindergarten through three, for which there is an identifiable need to improve the language capabilities of both English and the home language of these students, before funding programs at higher grade levels;
- C. use two languages as mediums of instruction for any part or all of the curriculum of the grade levels within the program;
- D. establish a parent advisory committee, representative of the language and culture of the students, to assist and advice in the development, implementation, and evaluation of the program;
- E. provide procedures to ensure that parental notification is given annually prior to program placement; and
- F. provide personnel endorsed in bilingual education, TESOL, or certified in Native American language and culture. The secretary of education may authorize other personnel to implement programs if qualified personnel are not available by the submission of an approved program design that addresses recruitment, professional development, and staffing patterns.

6.32.2.11 PROGRAM APPROVAL:

The LEA shall:

- A. A public school district shall submit an initial application to the department by the date of the preceding school year as specified by the department for each school requesting program approval.
- B. The initial application shall include:
 - (1) projected number of students to be served; and
 - (2) signatures of superintendent, bilingual education/Title III coordinator, and school principal.
- C. The department shall review initial applications for approval. Districts with initially- approved applications shall submit by the 20th day of the target school year the following:
 - (1) annual measurable achievement objectives (AMAOs) for English and home language;
 - (2) instructional plan; and
 - (3) actual number of students to be served.

[6.32.2.11 NMAC - Rp, 6.32.2.13 NMAC, 11-30-05]

6.32.2.12 PROGRAM ELEMENT - INSTRUCTION:

- A. Public schools providing an approved bilingual multicultural education program shall include:
 - (1) instruction to attain language proficiency and literacy skills in two languages, one of which is English;
 - (2) sheltered content instruction;
 - (3) standardized curriculum that is aligned with the state academic content standards, benchmarks and performance standards; and
 - (4) instruction in the history and cultures of New Mexico.
- B. Public schools providing an approved Native American heritage language revitalization program shall include:

(1) instruction to attain language proficiency and literacy skills in English and a Native American language (where tribal language is written); for Native American languages that are oral only, the literacy component shall be measured only in the skill areas/domains of listening, speaking and comprehension;

(2) sheltered content instruction;

(3) standardized curriculum that is aligned with the state academic content standards, benchmarks and performance standards;

(4) instruction in the history and cultures of New Mexico Native American tribes and

(5) public schools providing a Native American heritage language revitalization program (or other approved bilingual education model) shall obtain appropriate approval from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children.

C. The following content areas shall be included in all programs:

(1) 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);

(2) modifications of instruction in the English language arts that address the developmental, linguistic and academic needs of students; and

(3) depending on the program model:

(a) content area instruction in two languages that utilizes the student's language, history, and/or culture; and/or

(b) fine arts instruction in two languages that utilizes the student's language, history, culture, and the arts traditions of his/her community.

D. All programs shall implement one or more of the following bilingual education models in the school program:

(1) dual language immersion: designed to develop:

(a) high academic achievement in two languages;

(b) additive bilingual and biliterate proficiency; and

(c) cross-cultural skills development.

(2) enrichment: designed to further develop the home language of fully English proficient students and to teach the cultures of the state;

(3) heritage language: designed to support and revitalize a student's native language and culture through oral and/or written language instruction; Native American language programs require approval from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children;

(4) maintenance: designed to develop and maintain proficiency and literacy in the primary or home language while developing a student's literacy and oral skills in English;

(5) transitional: designed to transfer students from home language instruction with gradual transition to an all-English curriculum.

[6.32.2.12 NMAC - Rp, 6.32.2.10 NMAC, 11-30-05]

6.32.2.13 PROGRAM ELEMENT - PROFESSIONAL DEVELOPMENT:

A. Public school districts shall provide professional development to teachers, teacher assistants, principals, bilingual directors or coordinators, associate superintendents, superintendents, other instructional personnel, and financial officers in the areas of:

(1) research-based bilingual/multicultural and/or language revitalization programs and implications for instruction;

(2) best practices of English as a second language (ESL); English language development (ELD) and bilingual/multicultural and/or language revitalization programs; and

(3) principles of language acquisition.

B. Bilingual/multicultural education or language revitalization programs shall be part of the district's professional development plan as required in Subsection E of Section 22-23-5 NMSA 1978. Bilingual educators, including teachers, instructional support personnel, principals, and program administrators,

will participate in professional development. Principals and program administrators shall participate in training that addresses program supervision.

[6.32.2.13 NMAC - Rp, 6.32.2.12 NMAC, 11-30-05]

6.32.2.14 PROGRAM ELEMENT - ASSESSMENT:

A. Trained personnel shall administer state-approved language proficiency assessments in English and the home language annually until proficiency in each language is achieved.

B. Public school districts shall comply with federal assessment requirements, including Titles I and III of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) as amended and office for civil rights requirements.

C. Students enrolled in this program shall participate in the New Mexico standards-based assessment (NMSBA) program.

D. In those grades that students do not participate in the New Mexico standards-based assessment program, the public school district shall develop and implement an assessment and evaluation program.

[6.32.2.14 NMAC - Rp, 6.32.2.11 NMAC, 11-30-05]

6.32.2.15 EVALUATION:

A. To evaluate bilingual multicultural education program effectiveness and use of funds, each district shall maintain academic achievement and language proficiency data and update the data annually.

(1) Districts shall submit to the department an annual progress report.

(2) Reports shall be submitted by September 30th of the following year.

(3) The report shall include:

(a) verification that the program has identified and served students most in need (with priority given to K-3) based on language proficiency (English and home language) and academic achievement;

(b) a current analysis of assessment results by school and by model(s);

(c) data demonstrating that participating students have met the state targets for annual measurable achievement objectives (AMAOs); and

(d) an expenditure report from the general ledger on use of funds for the program.

B. The department shall compile and analyze the student data submitted by public school districts and shall report annually to the appropriate interim legislative committee.

[6.32.2.15 NMAC - Rp, 6.32.2.14 NMAC, 11-30-05]

6.32.2.16 PROGRAM RENEWAL: The district annual report will be the indicator to determine the effectiveness of the program, and need for program renewal and/or modification. The following cycle will apply for evaluation of program effectiveness:

A. after the first year (SY 2005-06), districts will report baseline data;

B. after the second year, districts shall submit a progress report, by school, indicating how schools met annual measurable achievement objectives from year one to year two; if data shows improvement, the public school district may continue the program as previously outlined in the initial or modified application;

C. after two consecutive years of the school's failing to make progress toward meeting AMAOs, the department shall:

(1) notify the public school district that the school has not demonstrated reasonable progress;

(2) assist the school in the development of an improvement plan; and

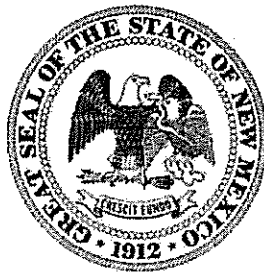
(3) provide technical assistance to the school and district.

D. after four consecutive years of the school's failure to make progress toward meeting AMAOs, the department shall:

(1) require the school to modify the curriculum, program, and method of instruction; or

(2) the program shall be redesigned, modified, or discontinued by the department.

[6.32.2.16 NMAC - Rp, 6.32.2.15 NMAC, 11-30-05]



**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING
APPLICATION**

II: District Projection 2015–2016 and Signatures

Number of Participating Students Projected in the District Instructional Program Model(s)

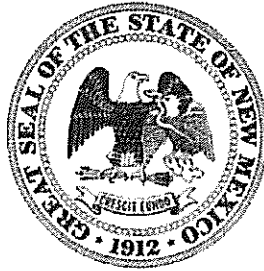
| District Name: Gadsden Independent School District | | | | | |
|---|------------------------------|---------------------|--------------------------|-----------------------|---|
| Instructional Program Model | Instructional Hour(s) | Never EL (0) | EL (1) | Exited EL (≥2) | District Projection (Number of Students) |
| Dual Language (0,1, and ≥ 2) | 3 Hour | 500 | 1777 | 420 | 2697 |
| Maintenance (1 and ≥ 2) | | | | | |
| Heritage (0,1, and ≥ 2) | | | | | |
| Enrichment (0, and ≥ 2) | | | | | |
| Transitional (1 only) | 2 and 3 Hours | | 1174 | | 1090 |
| Total Students in Each Instructional Program Model | | | | | 3560 |
| <p align="center">Note: These numbers could differ from the actual number reported for the 20th Day <i>Keys for Language Status: 0= Never EL; 1- Current EL; ≥2= EL Exit Year 1 and above</i></p> | | | | | |
| Superintendent: | Signature: | Date: | Email: | Phone: | |
| Efren Yturalde | | | eyturalde@gisd.k12.nm.us | 575-882-6200 | |
| Finance Manager: | Signature: | Date: | Email: | Phone: | |
| Steve Suggs | | | ssuggs@gisd.k12.nm.us | 575-882-6241 | |
| Bilingual Director: | Signature: | Date: | Email: | Phone: | |
| Susan Yturalde | | | syturalde@gisd.k12.nm.us | 575-822-6267 | |

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that: 1) the information he/she has read in the application package is understood; 2) that the information is accurate; and 3) that the application is complete and he/she certifies compliance with the assurances. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

SCHOOL BOARD MEETING/BOARD PRESIDENT’S SIGNATURE

| | |
|-------------------|--------------|
| Signature: | Date: |
| | |

Applications will be reviewed in the order that they are submitted. We encourage you to submit your plan as soon as possible, but no later than **June 15, 2015**.



**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING
APPLICATION**

II: School Projection 2015–2016 and Signatures

Number of Participating Students Projected in the School Instructional Program Model(s)

| | | |
|--|--|--------------------------|
| District Name: Gadsden Independent School District | School Name: Riverside Elementary School | |
| Instructional Program Model | Instructional Hour(s) | School Projection |
| Dual Language | 3 hour program | 506 |
| Maintenance | | |
| Heritage | | |
| Enrichment | | |
| Transitional | | |
| Total Bilingual Students in All Program Models | | 506 |

Note: These numbers could differ from the actual number reported for the 20th Day.

| | | | | |
|--|-------------------|----------------|-------------------------|---------------|
| Principal: | Signature: | Date: | Email: | Phone: |
| Teresa Navarro | | April 29, 2015 | tnavarro@gisd.k12.nm.us | 575-589-1663 |
| Parent Advisory Committee (PAC) Representative: | Signature: | Date: | Email: | Phone: |
| Maria Hearn | | April 29, 2015 | mhearn@gisd.k12.nm.us | 575-589-1663 |
| Bilingual Director: | Signature: | Date: | Email: | Phone: |
| Susan Yturalde | | 4-29-15 | syturalde@gisd.nm.us | 575-882-6267 |

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that 1) the information he/she has read in the application package is understood 2) that the information is accurate; 3) that the application is complete and he/she certifies compliance with the assurances. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

Applications will be reviewed in the order that they are submitted. We encourage you to submit your plan as soon as possible, but no later than **June 15, 2015**.

PRIOR YEAR GOALS

Were program criteria during SY 2014–2015 met? YES _____ NO _____ PARTIALLY

What were the strengths of your bilingual program?

The greatest strength of our bilingual program is that it is a 50:50 two-way dual language model. Through the academic development of Spanish and English, the acquisition of both languages is ongoing. Data shows that students are meeting proficiency in both languages and students who participate in our dual language program have better standardized and formative scores on their assessments.

What were the challenges of your bilingual program?

Our biggest challenge continues to be the development of the English language for our students because most come from mainly Spanish-speaking homes. It is difficult for students to receive the academic English Language support at home. Our parents strongly support the dual language instruction and we, as a school, provide many opportunities for our students to be successful through their everyday class instruction and different afterschool enrichment programs.

If you did not meet your program goals, what will the district/school do to ensure that they are met?

Our school will continue to support all students through best practice instruction. Our district provides support through the training of teachers in strategies that support our English Language learners, including software (Imagine Learning), Content kits for teachers (language Power), and support for our school through our Bilingual Instructional Specialist.

How will you ensure that funds will be aligned so that statutory program goals are met?

We will ensure that the funds are aligned as indicated by continuing to implement district mandated curriculums and programs that support our language initiatives and align to the state standards.

STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION
2015–2016

III. SCHOOL PROGRAM INFORMATION

| School Site: Riverside Elementary School | | | | |
|--|-------------------|----------------------------|----------------------|----------------|
| SMART Goals: <u>S</u>pecific, <u>M</u>easureable, <u>A</u>greed-upon, <u>R</u>ealistic, <u>T</u>ime-Based | | | | |
| A. School Goals of the Bilingual Multicultural Education Program Model | | | | |
| Goal 1: English Proficiency (To include students making progress in learning English, and attaining English proficiency-ACCESS for ELLs© Data) | | | | |
| a) What are the trends in your ACCESS for ELLs© Data? | | | | |
| Our ACCESS data shows that students were above the state percentage for “Making Progress” and “Attaining Proficiency.” In 2014, RS scored 58 % in SMART goal 1 in “Making Progress” and 11% in “Attaining Proficiency” | | | | |
| b) Based on the ACCESS for ELLs© data trends, what is the projected growth you expect EL students to make with current data? | | | | |
| 60% of our K-6 th grade ELL students will “Make Progress” and 12%+ will “Attain Proficiency” on ACCESS results. | | | | |
| c) What action steps and/or activities will you implement to meet the growth stated above? | | | | |
| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
| Imagine Learning Computer Program | 8-3-15 5-19-16 | Administration Teachers | Students Teachers | |
| Increase Academic Vocabulary in all subjects | 8-3-15 5-19-16 | Administration Teachers | Students Teachers | |
| After school Enrichment Program | 8-3-15 5-19-16 | Administration Teachers | Students Teachers | |
| Identify Riverside teachers not endorsed in Bilingual Education or TESOL and provide them with the opportunity to seek their endorsements through ENMU or NMSU cohorts. | 8-3-15 5-19-16 | Administration Teachers | Students Teachers | |
| CCSS ELL Professional Development for all teachers. | 8-3-15 5-19-16 | Administration Teachers | Teachers | |

Goal 2: Home Language Proficiency

a) What are the trends in the program’s Target (home/heritage) Language Proficiency data?

Our Home Language Proficiency data continuously indicates that 98% of our student population registers with a Spanish Native language background. Out of the 450 students participating in the Dual Language Program 54 were determined to be not proficient in Spanish. After these 54 students were re-assessed it was determined that 43% were still not proficient leaving 57% proficient.

b) Based on the Target (home/heritage) Language Proficiency data trends, what is the projected growth you expect all students in program to make, based on current data?

Dual Language students assessed will improve their Spanish Proficiency based on WMLS results by 10% points from 57 to 67 next year.

c) What action steps and/or activities will you implement to meet the growth stated above?

| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
|---|-------------------|--|----------------------------------|----------------|
| Imagine Learning Español Computer Program K-1 | 8-3-15 5-19-16 | Administration K-1 Teachers | K-1 Students Teachers | |
| Increase Academic Vocabulary in all subjects: Spanish Word Study | 8-3-15 5-19-16 | Administration Teachers | Students Teachers | |
| After school Enrichment Program | 8-3-15 5-19-16 | Administration Teachers | Students Teachers | |
| Use appropriately endorsed teachers to deliver instruction in the Home language. | 8-3-15 5-19-16 | School Administration | K-6 Dual Language Teachers | |
| Provide appropriate instructional materials in the home language in classrooms, and computer lab. | 8-3-15 5-19-16 | Bilingual Multicultural Department | K-6 Grade Bilingual Teachers | |

Goal 3: Academic Achievement in Reading

a) What are the trends in your reading Standards-based Assessment/short-cycle data?

Third grade data indicates students have a strong grasp of their native language. Fourth grade data indicates students struggle with their first year of transitioning into English assessments. In SY 2014, the SGT was 65.3%; RS attained 55% proficiency on the NMSBA of its ELL cohort.

b) Based on the Standards-based Assessment/short-cycle reading data trends, what is the projected growth you expect ALL students in program to make based on current data?

Goal 3: Our 3rd – 6th Grade ELL students will demonstrate improvement in their NMSBA results by 5 percentage points from 55 to 61.

c) What action steps and/or activities will you implement to meet the growth stated above?

| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
|--|-------------------|---------------------------------------|----------------------------|----------------|
| Imagine Learning Computer Program | 8-3-15 5-19-16 | Administration Teachers | Students Teachers | |
| Increase Academic Vocabulary in all subjects | 8-3-15 5-19-16 | Administration Teachers | Students Teachers | |
| After school Enrichment Programs | 8-3-15 5-19-16 | Administration Teachers | Students Teachers | |
| Plan lesson activities in Reading for rich language use. | 8-3-15 5-19-16 | K-6 Teachers Instructional Coach | K-6 Dual Language Teachers | |
| Provide ELL students with extra academic support (i.e. tutoring) in Reading as well as in language development | 8-3-15 5-19-16 | School Administration K-6 Teachers | K-6 Dual Language Teachers | |

B. Parent and Community Involvement: Activities, Detailed Description of Proposed Activities, Timeline, Person(s) Involved

| Detailed Description of Proposed Activities to Reach Goals | Timeline | Responsibility | Participants | Funding Amount |
|--|-------------------|---------------------------------------|--|----------------|
| Afterschool Family Literacy Program | 8-3-15 5-19-16 | Administration Teachers Parents | Students Teachers Parents Community Members | |
| Parent Monthly Meetings | 8-3-15 5-19-16 | Administration Teachers Parents | Students Teachers Parents Community Members | |
| University Collaborative Programs | 8-3-15 5-19-16 | Administration Teachers Parents | Students Teachers Parents Community Members | |

Goal 4: Academic Achievement in Math** Only complete for 3-hour programs in which Math is the Content Area**

a) What are the trends in your math Standards-based Assessment/short-cycle data?

Third grade data indicates students have a strong grasp of their native language. Fourth grade data indicate that students struggle with their first year of transitioning into English assessments. Grades 3rd - 6th have shown steady sustained growth of 3 to 8 percent in our NMSBA.

b) Based on the Standards-based Assessment/short-cycle math data trends, what is the projected growth you expect all students in program to make based on current data?

Goal 3: Our 3rd – 6th Grade ELL students will demonstrate improvement in their NMSBA results by 5 percentage points from 64 to 69.

c) What action steps and/or activities will you implement to meet the growth stated above?

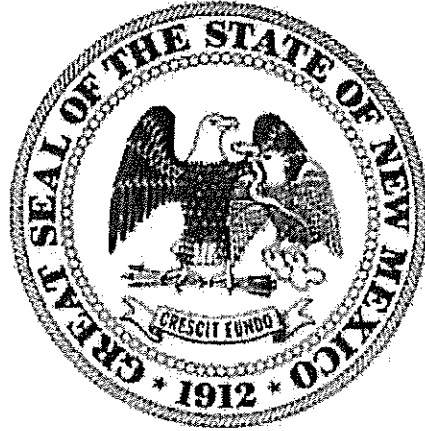
| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
|---|-------------------|--|----------------------|----------------|
| First in Math (Computer Program) | 8-3-15 5-19-16 | Administration Teachers | Students Teachers | |
| After school Enrichment Programs | 8-3-15 5-19-16 | Administration Teachers | Students Teachers | |
| Plan lesson activities in Math using Envisions Curriculum | 8-3-15 5-19-16 | K-6 Teachers Instructional Coach | Teachers Students | |
| Provide ELL students with extra academic support (i.e. tutoring) in Math as well as in language development | 8-3-15 5-19-16 | School Administration K-6 Teachers | Teachers Students | |

B. Parent and Community Involvement: Activities, Detailed Description of Proposed Activities, Timeline, Person(s) Involved

| Detailed Description of Proposed Activities to Reach Goals | Timeline | Responsibility | Participants | Funding Amount |
|--|-------------------|---------------------------------------|--|----------------|
| Afterschool Family Math Program | 8-3-15 5-19-16 | Administration Teachers Parents | Students Teachers Parents Community Members | |
| Parent Monthly Meetings | 8-3-15 5-19-16 | Administration Teachers Parents | Students Teachers Parents Community Members | |
| University Collaborative Programs | 8-3-15 5-19-16 | Administration Teachers Parents | Students Teachers Parents Community Members | |
| | | | | |
| | | | | |

APPENDIX A: Summary of Bilingual Education Program Models Bilingual Education/Title III

| | | | | |
|---|--|---|--|---|
| <p>A program model is the method (and services) the district will use to ensure that all students placed in bilingual multicultural education programs receive proper instruction. The model serves as the foundation for determination of the number of hours a student is placed in. There are five program models funded by the state The five models are- Dual Language, Maintenance, Enrichment, Heritage, and Transitional. A school may use more than one model to serve the individual needs of its students.</p> | | | | |
| Dual Language Immersion | Maintenance | Enrichment | Heritage | Transitional |
| EL/Exited ELs/Never ELs | EL students/Exited ELs | EL students/Never ELs | EL students/Never ELs | EL students <u>only</u> |
| Instructional Time: | Instructional Time: | Instructional Time: | Instructional Time: | Instructional Time: |
| Three hours per day for each language, including all subject areas | Two to three hours per day | One to two hours per day | One to two hours per day | Two to three hours per day |
| Required Courses: | Required Courses: | Required Courses: | Required Courses: | Required Courses: |
| Minimum of three hours in the home language (Language Arts and content area) and three hours in English, including ESL for EL students. | One hour of home language and one hour of ESL. Optional and/or Additional Courses: May have one additional hour of the target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). | One hour of home language. Optional and/or Additional Courses: May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). | One hour of heritage language and one hour of ESL for ELL students. Optional and/or Additional Courses: May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). | One hour of home language and one hour of ESL/ELD. Optional and/or Additional Courses: May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). |
| Purpose: | Purpose: | Purpose: | Purpose: | Purpose: |
| All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate Language 1 and Language 2. |



**State Bilingual Multicultural Education
PROGRAM AND FUNDING APPLICATION
for**

| |
|-------------------------------------|
| Santa Teresa Elementary School |
| Gadsden Independent School District |
| 2015–2016 School Year |



**New Mexico Public Education Department
STATE BILINGUAL MULTICULTURAL EDUCATION
FUNDING APPLICATION 2015–2016
STATE BILINGUAL MULTICULTURAL EDUCATION APPLICATION**

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.

**PART I. INITIAL APPLICATION 2015–2016
SECTIONS TO REVIEW / COMPLETE**

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. District Projections/Signature Page

In this section, the district official must include the total membership from all schools participating in the program. This is based on the average of the STARS 80th and 120th Day counts of SY 2014-2015 for the following program year, SY 2015-2016.

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 submission deadline, please indicate this on the application and submit the application as soon as the meeting occurs.

III. School Information

This section requires contact information for the school official, projections (based on the average of the STARS 80th and 120th Day data for the 2014-2015 school 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 Learners (ELs) and other students to make progress and attain proficiency in English and the Home Language.

Please submit electronic copies of the application with scanned signatures to the WEB EPSS.

If further information is needed, please contact Dr. Icela Pelayo at icela.pelayo@state.nm.us, Dr. Elisabeth Valenzuela elisabeth.valenzuel@state.nm.us, Kirsi Laine at kirsi.laine@state.nm.us, or Sherri Green at sherrit.green@state.nm.us.

STATE BILINGUAL MULTICULTURAL EDUCATION APPLICATION

I. Assurances

All district, charter and school personnel (superintendent, principals, teachers, 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 Elementary and Secondary Act, as amended and the 1964 Office of Civil Rights Act.

6.32.2.10 PROGRAM ELIGIBILITY:

To be eligible for financial support, each program shall:

- A. provide for the educational needs of linguistically and culturally different students, including Native American children and other students who may wish to participate, in grades kindergarten through twelve, with priority to be given to programs in grades kindergarten through three, in any public school or any combination of public schools in a district;
- B. fund programs for culturally and linguistically different students in the state in grades kindergarten through three, for which there is an identifiable need to improve the language capabilities of both English and the home language of these students, before funding programs at higher grade levels;
- C. use two languages as mediums of instruction for any part or all of the curriculum of the grade levels within the program;
- D. establish a parent advisory committee, representative of the language and culture of the students, to assist and advice in the development, implementation, and evaluation of the program;
- E. provide procedures to ensure that parental notification is given annually prior to program placement; and
- F. provide personnel endorsed in bilingual education, TESOL, or certified in Native American language and culture. The secretary of education may authorize other personnel to implement programs if qualified personnel are not available by the submission of an approved program design that addresses recruitment, professional development, and staffing patterns.

6.32.2.11 PROGRAM APPROVAL:

The LEA shall:

- A. A public school district shall submit an initial application to the department by the date of the preceding school year as specified by the department for each school requesting program approval.
- B. The initial application shall include:
 - (1) projected number of students to be served; and
 - (2) signatures of superintendent, bilingual education/Title III coordinator, and school principal.
- C. The department shall review initial applications for approval. Districts with initially- approved applications shall submit by the 20th day of the target school year the following:
 - (1) annual measurable achievement objectives (AMAOs) for English and home language;
 - (2) instructional plan; and
 - (3) actual number of students to be served.

[6.32.2.11 NMAC - Rp, 6.32.2.13 NMAC, 11-30-05]

6.32.2.12 PROGRAM ELEMENT - INSTRUCTION:

- A. Public schools providing an approved bilingual multicultural education program shall include:
 - (1) instruction to attain language proficiency and literacy skills in two languages, one of which is English;
 - (2) sheltered content instruction;
 - (3) standardized curriculum that is aligned with the state academic content standards, benchmarks and performance standards; and
 - (4) instruction in the history and cultures of New Mexico.
- B. Public schools providing an approved Native American heritage language revitalization program shall include:

(1) instruction to attain language proficiency and literacy skills in English and a Native American language (where tribal language is written); for Native American languages that are oral only, the literacy component shall be measured only in the skill areas/domains of listening, speaking and comprehension;

(2) sheltered content instruction;

(3) standardized curriculum that is aligned with the state academic content standards, benchmarks and performance standards;

(4) instruction in the history and cultures of New Mexico Native American tribes and

(5) public schools providing a Native American heritage language revitalization program (or other approved bilingual education model) shall obtain appropriate approval from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children.

C. The following content areas shall be included in all programs:

(1) 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);

(2) modifications of instruction in the English language arts that address the developmental, linguistic and academic needs of students; and

(3) depending on the program model:

(a) content area instruction in two languages that utilizes the student's language, history, and/or culture; and/or

(b) fine arts instruction in two languages that utilizes the student's language, history, culture, and the arts traditions of his/her community.

D. All programs shall implement one or more of the following bilingual education models in the school program:

(1) dual language immersion: designed to develop:

(a) high academic achievement in two languages;

(b) additive bilingual and biliterate proficiency; and

(c) cross-cultural skills development.

(2) enrichment: designed to further develop the home language of fully English proficient students and to teach the cultures of the state;

(3) heritage language: designed to support and revitalize a student's native language and culture through oral and/or written language instruction; Native American language programs require approval from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children;

(4) maintenance: designed to develop and maintain proficiency and literacy in the primary or home language while developing a student's literacy and oral skills in English;

(5) transitional: designed to transfer students from home language instruction with gradual transition to an all-English curriculum.

[6.32.2.12 NMAC - Rp, 6.32.2.10 NMAC, 11-30-05]

6.32.2.13 PROGRAM ELEMENT - PROFESSIONAL DEVELOPMENT:

A. Public school districts shall provide professional development to teachers, teacher assistants, principals, bilingual directors or coordinators, associate superintendents, superintendents, other instructional personnel, and financial officers in the areas of:

(1) research-based bilingual/multicultural and/or language revitalization programs and implications for instruction;

(2) best practices of English as a second language (ESL); English language development (ELD) and bilingual/multicultural and/or language revitalization programs; and

(3) principles of language acquisition.

B. Bilingual/multicultural education or language revitalization programs shall be part of the district's professional development plan as required in Subsection E of Section 22-23-5 NMSA 1978. Bilingual educators, including teachers, instructional support personnel, principals, and program administrators,

will participate in professional development. Principals and program administrators shall participate in training that addresses program supervision.

[6.32.2.13 NMAC - Rp, 6.32.2.12 NMAC, 11-30-05]

6.32.2.14 PROGRAM ELEMENT - ASSESSMENT:

A. Trained personnel shall administer state-approved language proficiency assessments in English and the home language annually until proficiency in each language is achieved.

B. Public school districts shall comply with federal assessment requirements, including Titles I and III of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) as amended and office for civil rights requirements.

C. Students enrolled in this program shall participate in the New Mexico standards-based assessment (NMSBA) program.

D. In those grades that students do not participate in the New Mexico standards-based assessment program, the public school district shall develop and implement an assessment and evaluation program.

[6.32.2.14 NMAC - Rp, 6.32.2.11 NMAC, 11-30-05]

6.32.2.15 EVALUATION:

A. To evaluate bilingual multicultural education program effectiveness and use of funds, each district shall maintain academic achievement and language proficiency data and update the data annually.

(1) Districts shall submit to the department an annual progress report.

(2) Reports shall be submitted by September 30th of the following year.

(3) The report shall include:

(a) verification that the program has identified and served students most in need (with priority given to K-3) based on language proficiency (English and home language) and academic achievement;

(b) a current analysis of assessment results by school and by model(s);

(c) data demonstrating that participating students have met the state targets for annual measurable achievement objectives (AMAOs); and

(d) an expenditure report from the general ledger on use of funds for the program.

B. The department shall compile and analyze the student data submitted by public school districts and shall report annually to the appropriate interim legislative committee.

[6.32.2.15 NMAC - Rp, 6.32.2.14 NMAC, 11-30-05]

6.32.2.16 PROGRAM RENEWAL: The district annual report will be the indicator to determine the effectiveness of the program, and need for program renewal and/or modification. The following cycle will apply for evaluation of program effectiveness:

A. after the first year (SY 2005-06), districts will report baseline data;

B. after the second year, districts shall submit a progress report, by school, indicating how schools met annual measurable achievement objectives from year one to year two; if data shows improvement, the public school district may continue the program as previously outlined in the initial or modified application;

C. after two consecutive years of the school's failing to make progress toward meeting AMAOs, the department shall:

(1) notify the public school district that the school has not demonstrated reasonable progress;

(2) assist the school in the development of an improvement plan; and

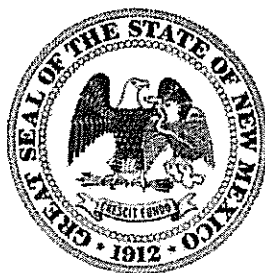
(3) provide technical assistance to the school and district.

D. after four consecutive years of the school's failure to make progress toward meeting AMAOs, the department shall:

(1) require the school to modify the curriculum, program, and method of instruction; or

(2) the program shall be redesigned, modified, or discontinued by the department.

[6.32.2.16 NMAC - Rp, 6.32.2.15 NMAC, 11-30-05]



STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION

II: District Projection 2015–2016 and Signatures

Number of Participating Students Projected in the District Instructional Program Model(s)

| District Name: Gadsden Independent School District | | | | | |
|--|-----------------------|--------------|--------|----------------|--|
| Instructional Program Model | Instructional Hour(s) | Never EL (0) | EL (1) | Exited EL (≥2) | District Projection (Number of Students) |
| Dual Language (0,1, and ≥ 2) | 3 Hour | 500 | 1777 | 420 | 2697 |
| Maintenance (1 and ≥ 2) | | | | | |
| Heritage (0,1, and ≥ 2) | | | | | |
| Enrichment (0, and ≥ 2) | | | | | |
| Transitional (1 only) | 2 and 3 Hours | | 1174 | | 1174 |
| Total Students in Each Instructional Program Model | | | | | 3871 |

Note: These numbers could differ from the actual number reported for the 20th Day
Keys for Language Status: 0= Never EL; 1- Current EL; ≥2= EL Exit Year 1 and above

| Superintendent: | Signature: | Date: | Email: | Phone: |
|---------------------|------------|-------|--|--------------|
| Efren Yturalde | | | eyturalde@gisd.k12.nm.us | 575-882-6200 |
| Finance Manager: | Signature: | Date: | Email: | Phone: |
| Steve Suggs | | | ssuggs@gisd.k12.nm.us | 575-882-6241 |
| Bilingual Director: | Signature: | Date: | Email: | Phone: |
| Susan Yturalde | | | syturalde@gisd.k12.nm.us | 575-822-6267 |

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that: 1) the information he/she has read in the application package is understood; 2) that the information is accurate; and 3) that the application is complete and he/she certifies compliance with the assurances. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

SCHOOL BOARD MEETING/BOARD PRESIDENT'S SIGNATURE

| Signature: | Date: |
|------------|-------|
| | |

Applications will be reviewed in the order that they are submitted. We encourage you to submit your plan as soon as possible, but no later than **June 15, 2015**.



**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING
APPLICATION**

II: School Projection 2015–2016 and Signatures

Number of Participating Students Projected in the School Instructional Program Model(s)

| | | |
|--|---|--------------------------|
| District Name: Gadsden Independent School District | School Name: Santa Teresa Elementary School | |
| Instructional Program Model | Instructional Hour(s) | School Projection |
| Dual Language | | |
| Maintenance | | |
| Heritage | | |
| Enrichment | | |
| Transitional | 3 hour program | 103 |
| Total Bilingual Students in All Program Models | | 103 |

Note: These numbers could differ from the actual number reported for the 20th Day.

| | | | | |
|--|-------------------|--------------|-----------------------|---------------|
| Principal: | Signature: | Date: | Email: | Phone: |
| Rosa Tarin | | May 1, 2015 | rtarin@gisd.k12.nm.us | 575-882-6200 |
| Parent Advisory Committee (PAC) Representative: | Signature: | Date: | Email: | Phone: |
| Ana Alicia Soria | | May 1, 2015 | | |
| Bilingual Director: | Signature: | Date: | Email: | Phone: |
| Susan Yturralde | | May 1, 2015 | syurralde@gisd.nm.us | 575-882-6267 |

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that 1) the information he/she has read in the application package is understood 2) that the information is accurate; 3) that the application is complete and he/she certifies compliance with the assurances. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

Applications will be reviewed in the order that they are submitted. We encourage you to submit your plan as soon as possible, but no later than **June 15, 2015**.

PRIOR YEAR GOALS

Were program criteria during SY 2014–2015 met? YES _____ NO _____ PARTIALLY X _____

What were the strengths of your bilingual program?

Every Bilingual class is taught by a Highly Qualified – TESOL endorsed teacher. School complies with District wide Transition Program. Every ELL student receives interventions through Imagine Learning.

What were the challenges of your bilingual program?

The academic growth of our school's bilingual (4th, 5th, and 6th) multi-level class continues to be a challenge. As a school, the appropriate teachers and staff will continue to work on delivery of instruction and appropriate scheduling.

If you did not meet your program goals, what will the district/school do to ensure that they are met?

Our campus met two Bilingual goals: We exceeded in Making Progress in English on the Access Test Goal, of 50%, we earned 49% we also exceeded in Attaining Proficiency in English Goal, of 11%, we earned 21%. We partially met the Achievement Proficiency in NMSBA- met Math Goal of 55% with 58%. We did not meet Reading Goal of 61%- we earned 51%. Our school will ensure that we meet the Reading Achievement Goal for next year, by ensuring that all Bilingual teachers follow the district core Reading curriculum with fidelity and implement appropriate interventions.

How will you ensure that funds will be aligned so that statutory program goals are met?

We will meet with all instructional staff to ensure they have appropriate supplies, instructional materials, and supplemental programs/resources to implement district's core Reading and Math curriculum. The funds for all the above resources are distributed through proposals to the district.

STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION
2015–2016

III. SCHOOL PROGRAM INFORMATION

| School Site: Santa Teresa Elementary School | | | | |
|--|--|--|--|----------------|
| SMART Goals: <u>Specific, Measureable, Agreed-upon, Realistic, Time-Based</u> | | | | |
| A. School Goals of the Bilingual Multicultural Education Program Model | | | | |
| Goal 1: English Proficiency (To include students making progress in learning English, and attaining English proficiency-ACCESS for ELLs© Data) | | | | |
| <p>a) What are the trends in your ACCESS for ELLs© Data? Our trend is that we continue to show improvement by surpassing the SGT in Making Progress In English in the ACCESS. Last year we exceeded the SGT of 49%, by 9 percentage points, when 58% of our ELLS made progress. We also consistently continue to show a trend in growth in Attaining Proficiency in English. We surpassed the SGT of 11%, by 10 percentage points, as 21% of our ELLs attained proficiency.</p> | | | | |
| <p>b) Based on the ACCESS for ELLs© data trends, what is the projected growth you expect EL students to make with current data? We will maintain or surpass growth ACCESS performance. The percentage of Bilingual students in grades 1-6 achieving a 0.5 gain in composite proficiency score annually will increase to 52% or better, as measured by the 2015 ACCESS. The percentage of Bilingual students in grades k-6 achieving a composite proficiency score of 5.0 will continue to be 12% or better as measured by the 2015 ACCESS.</p> | | | | |
| c) What action steps and/or activities will you implement to meet the growth stated above? | | | | |
| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
| Assure that all ELL students are classified correctly and moving through the transition process. | Fall 2015 – Spring 2016 On-going | Administration and Teachers | Administration Bilingual Teachers School Language Review Team | |
| Analyze student performance data to include the School Language Review Team and individual teachers. | Fall 2015- Spring 2016 As needed | Administration, School Language Review Team, K-6 Bilingual/Monolin gual Teachers of ELL students being reviewed | Administration, School Language Review Team, K-6 Bilingual/Monolin gual Teachers of ELL students being reviewed | |
| Provide appropriate ESL/ELD instruction to each ELL student for a minimum of 1 regular period per day using WIDA standards. | Fall 2015- Spring 2016 On-going | Administration, All K-6 th grade Teachers of ELL students | All K-6 th grade Teachers of ELL students | |
| | | | | |

| | | | | |
|---|---------------------------------------|--|---|--|
| Provide meaningful lessons that emphasize the learning of academic language in English, to improve vocabulary, comprehension of text and critical thinking skills. | Fall 2015- Spring 2016 On-going | Administration, Instruction. Coach, All K-6 th grade Teachers | All K-6 th grade Teachers | |
| Ensure that all ELL students receive individualized support in Literacy skills through the use of Imagine Learning. | Fall 2015- Spring 2016 On-going | Administration, K-6 th Teachers of ELL students, Comp. Lab. Teach. | K-6 th ELL students | |

Goal 2: Home Language Proficiency

a) What are the trends in the program's Target (home/heritage) Language Proficiency data?

While no AMAO targets have been set for proficiency in the home/heritage language, prior trends in home language demonstrate that all students with a home language other than English are identified upon registration. Santa Teresa Elementary supports entering students proficient in Spanish (as measured by the Woodcock Muñoz), or the Home Language Survey.

STE uses a Transitional Model - 95 students were tested. Out of the 95 students that were tested in Spanish – 89 were proficient. Six students were reassessed, out of the 6, 1 was proficient and 5 were intermediate.

b) Based on the Target (home/heritage) Language Proficiency data trends, what is the projected growth you expect all students in program to make, based on current data?

We will continue to show progress in home language or Spanish proficient status, in bilingual education students, as demonstrated by the yearly administering of the Woodcock Muñoz Spanish Language Assessment. Students who were identified not proficient will be reassessed.

The percentage of Bilingual Students in grades K-6 reading at grade level or above as measured by the Woodcock-Munoz Language Scale will increase to 80%.

c) What action steps and/or activities will you implement to meet the growth stated above?

| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
|--|---------------------------------------|--|--|-----------------------|
| Will implement the district's core Bilingual curriculum with fidelity and consistency. | Fall 2015- Spring 2016 On-going | Administration, Instruct. Coach, Bil. Teachers | K-6 th grade Bil. Teachers and Students | |
| Bilingual teachers will continue to provide Spanish Language Development to all BILINGUAL STUDENTS in grades K-6. | Fall 2015- Spring 2016 On-going | Administration, Instruct. Coach, Bil. Teachers | K-6 th Bilingual Teachers and Students | |
| Will provide Staff Development to all teachers to improve Spanish language | Fall 2015- Spring 2016 | Administration, Instruct. Coach | K-6 th Bilingual Teachers | |

| | | | | |
|---------------------|--|--|--|--|
| development. | | | | |
| | | | | |
| | | | | |

| Goal 3: Academic Achievement in Reading | | | | |
|---|--|--|---|-----------------------|
| a) What are the trends in your reading Standards-based Assessment/short-cycle data? Although we have made an improvement in Reading, of 24 percentage points from the previous year, we are aware of the limited progress. Last year we fell short of the 61% SGT by 10 percentage points when our school attained 51%. | | | | |
| b) Based on the Standards-based Assessment/short-cycle reading data trends, what is the projected growth you expect ALL students in program to make based on current data? The percentage of Bilingual students in grades 3-6 scoring proficient or above in Reading, will meet the school growth target of 65.3% or at a minimum make a 10 percentage point gain from 51% to 61% . | | | | |
| c) What action steps and/or activities will you implement to meet the growth stated above? | | | | |
| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
| Will implement the district's core curriculum with fidelity and consistency. | Fall 2015- Spring 2016 On-going | Administration, Literacy Coach, and Teachers | All K-6 th grade Teachers | |
| Support instruction through the use of graphic organizers, visuals, group and partner discussions etc. | Fall 2015- Spring 2016 On-going | Administration, Literacy Coach, and Teachers | All K-6 th grade Teachers | |
| Analyze data to identify student's needs in Reading, then target needs through differentiated instruction. | Fall 2015- Spring 2016 On-going | Administration, Literacy Coach, and Teachers | All K-6 th grade Teachers | |
| | | | | |
| | | | | |

| B. Parent and Community Involvement: Activities, Detailed Description of Proposed Activities, Timeline, Person(s) Involved | | | | |
|---|-----------------|--|---|-----------------------|
| Detailed Description of Proposed Activities to Reach Goals | Timeline | Responsibility | Participants | Funding Amount |
| Provide and invite parents to school activities to promote understanding of curriculum. | 2015-2016 | Administration, Instruct. Coach, Leadership Team | Parents. Administration, Teachers, Instruct. Coach | |
| Invite parents to attend: Falcon's Connection. | 2015-2016 | Administration, Instruct. Coach, Leadership Team | Parents. Administration, Teachers, Instruct. Coach | |
| Involve parents in Reading Night. | 2015-2016 | Administration, Instruct. Coach, Teachers | Parents. Administration, Teachers, | |

| | | | | |
|--|-----------|--------------------------|-----------------------------------|--|
| | | | Instruct. Coach | |
| Santa Teresa Elementary “parent” will represent STE by participating and contributing in the GISD G –Parent Advisory Committee | 2015-2016 | Administration, Teachers | Parents, Administration | |
| Students receive ESL/ELD grades and parents are informed through quarterly progress reports and report cards. Parents are called and meeting is held to discuss lack of academic progress as students are identified, and decisions made in regards to SAT process. | 2015-2016 | Administration, Teachers | Administration, Teachers, Parents | |

Goal 4: Academic Achievement in Math** Only complete for 3-hour programs in which Math is the Content Area**

a) What are the trends in your math Standards-based Assessment/short-cycle data?

The trend for the past 3 years, previous to 2013-2014, has been that of not meeting the SGT for math. However, last year, Santa Teresa Elementary showed improvement and did exceed the SGT for math by 3 percentage points. The SGT for Math was 55% and our school attained 58% proficiency.

b) Based on the Standards-based Assessment/short-cycle math data trends, what is the projected growth you expect all students in program to make based on current data?

Based on last years' progress, it is projected that our ELL students will continue to maintain gains and meet the 60% SGT for math.

c) What action steps and/or activities will you implement to meet the growth stated above?

| Detailed description of proposed action steps/ activities to reach goals | Timeline | Responsibility | Participants | Funding Amount |
|--|---------------------------|---|--------------------------------------|----------------|
| Align common core state standards in math to Envisions curriculum by grade level in the home and second language through planning, training and follow through by monitoring of daily schedules, lesson plans, observations and walkthroughs. | Fall 2015- Spring 2016 | Instructional Coach, Administration, Teachers | All K-6 th grade Teachers | |
| Align common core state standards in math to skills practice/problem of the day activities by grade level in the home and second language through planning, training and follow through by monitoring of daily schedules, lesson plans, observations and walkthroughs. | Fall 2015- Spring 2016 | Instructional Coach, Administration, Teachers | All K-6 th grade Teachers | |
| The school will continue to implement the district's core curriculum, the Envision math program, with fidelity and consistency. | 2015-2016 On-going | Instructional Coach, Administration, Teachers | All K-6 th grade Teachers | |
| The school will use the First in Math online program with students. | 2015-2016 On-going | Instructional Coach, Administration, Teachers | All K-6 th grade Teachers | |
| | | | | |

| B. Parent and Community Involvement: Activities, Detailed Description of Proposed Activities, Timeline, Person(s) Involved | | | | |
|--|-----------------|--|--|-----------------------|
| Detailed Description of Proposed Activities to Reach Goals | Timeline | Responsibility | Participants | Funding Amount |
| Provide and invite parents to school activities to promote understanding of curriculum. | 2015-2016 | Administration, Instruct. Coach, Leadership Team | Parents, Administration, Teachers, Instruct. Coach | |
| Students receive ESL/ELD grades and parents are informed through quarterly progress reports and report cards. Parents are called and meeting is held to discuss lack of academic progress as students are identified, and decisions made in regards to SAT process. | 2015-2016 | Administration, Teachers, Instruct. Coach | Parents, Administration, Teachers, Instruct. Coach | |
| Involve Parents in Math, Science Night. | 2015-2016 | Administration, Teachers, Instruct. Coach | Parents, Administration, Teachers, Instruct. Coach | |
| Santa Teresa Elementary “parent” will represent STE by participating and contributing in the GISD G–Parent Advisory Committee | 2015-2016 | Administration, Teachers | Parents, Administration | |
| | | | | |

APPENDIX A: Summary of Bilingual Education Program Models Bilingual Education/Title III

| | | | | |
|---|--|---|--|---|
| <p>A program model is the method (and services) the district will use to ensure that all students placed in bilingual multicultural education programs receive proper instruction. The model serves as the foundation for determination of the number of hours a student is placed in. There are five program models funded by the state The five models are- Dual Language, Maintenance, Enrichment, Heritage, and Transitional. A school may use more than one model to serve the individual needs of its students.</p> | | | | |
| Dual Language Immersion | Maintenance | Enrichment | Heritage | Transitional |
| EL/Exited ELs/Never ELs | EL students/Exited ELs | EL students/Never ELs | EL students/Never ELs | EL students <u>only</u> |
| Instructional Time: | Instructional Time: | Instructional Time: | Instructional Time: | Instructional Time: |
| Three hours per day for each language, including all subject areas | Two to three hours per day | One to two hours per day | One to two hours per day | Two to three hours per day |
| Required Courses: | Required Courses: | Required Courses: | Required Courses: | Required Courses: |
| Minimum of three hours in the home language (Language Arts and content area) and three hours in English, including ESL for EL students. | One hour of home language and one hour of ESL. Optional and/or Additional Courses: May have one additional hour of the target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). | One hour of home language. Optional and/or Additional Courses: May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). | One hour of heritage language and one hour of ESL for ELL students. Optional and/or Additional Courses: May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). | One hour of home language and one hour of ESL/ELD. Optional and/or Additional Courses: May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts). |
| Purpose: | Purpose: | Purpose: | Purpose: | Purpose: |
| All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate in Language 1 and Language 2. | All students will be bilingual and biliterate Language 1 and Language 2. |