



**STATE BILINGUAL
FUNDING APPLICATION**
for

Gadsden Independent School District

Desert View Elementary School

2014-2015 School Year



**New Mexico Public Education Department
STATE BILINGUAL MULTICULTURAL EDUCATION
FUNDING APPLICATION 2014-2015
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 2014-2015
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 for the current school year (2013-2014)**.

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 on the application and submit it 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 current 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 Language Learners (ELLs) 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; Dr. Sandra Rodriguez at sandra.rodriguez@state.nm.us

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:

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

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 2014-2015 and Signatures

Number of participating Students Projected in the District Instructional Program Model

District Name- Gadsden Independent School District			
Instructional Program Model	Instructional Hour(s)	District Projection	FEP Class
Dual Language	3	2629	0, 1 and ≥ 2
Maintenance			1 and ≥ 2
Heritage			0, 1 and ≥ 2
Enrichment			0 and ≥ 2
Transitional	3 Hr / 2 Hr	1020 (3Hr) / 241 (2HR)	1 Only
Total Bilingual Students in Each Instructional Program Model		3890	

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

Superintendent:	Signature:	Date:	Email:	Phone:
Efren Yturralde		5/30/2014	eyturralde@gisd.k12.nm.us	575-882-6200
Finance Manager:	Signature:	Date:	Email:	Phone:
Steve Suggs		5/30/2014	ssuggs@gisd.k12.nm.us	575-882-6241
Bilingual Director:	Signature:	Date:	Email:	Phone:
Susan Yturralde		5/30/2014	syturralde@gisd.k12.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.

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 May 30, 2014.

Home/Heritage Language Proficiency Data

In this section, the school must report performance data for Spanish language proficiency (IPT/LAS/Woodcock Muñoz) and/or Native American language. In the first part, indicate the percentage of the Bilingual Education students who scored at each of the levels (Beginning, Intermediate, and Proficient) in SY13-14. In the second part, list the expected goals for each of the levels for SY14-15.

Spanish/Native American Language Results for

Program Model: Transitional	School Site: Desert View Elementary School (K-6)
Name of Test: WMLS-R	Total # of Students that are Proficient: 12
	Total # of Students Tested: 26

Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K			8	72.7%	3	27.3%
1 st			1	25.0%	3	75.0%
2 nd			1	25.0%	3	75.0%
3 rd			2	50.0%	2	50.0%
4 th			2	100.0%	0	0.0%
5 th					1	100.0%
6 th						
7 th						
8 th						
9 th						
10 th						
11 th						
12 th						

Spanish/Native American Language Expected Growth for SY 14-15

Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	0	0	5	33.33	10	66.67

PRIOR YEAR GOALS

Were program criteria during SY 2013-2014 met? YES _____ NO X _____

What were the strengths of your bilingual program? *The bilingual program here at Desert View has strong teachers who dominate the Spanish and English language. The program has been equipped with new technology that is in the vernacular. Students have access to the Imagine Learning computer program in Spanish and English.*

What were the challenges of your bilingual program? *The bilingual faces a few challenges including lack of curriculum in the vernacular. It also faces the challenge of having class sections to fit the needs of the classifications. For example in 4th-6th Desert View only has funds for one bilingual teacher. So, if new students come with no English at all we have to place in multiage bilingual class.*

If you did not meet your program goals, what will the district/school do to ensure that they are met? *The school has continued to implement a school wide action plan to address the deficiencies identified as a need to achieve proficiency of ELL students in the SBA. This includes lesson plans with differentiated instruction, and identification of lowest quartile to be documented through a Tier 1 document. Bilingual students were given instructions as determined by their language classification. In DVE the transitional model is used to determine the number of hours an ELL student will be taught in English, and in attaining proficiency in English. They did not meet district targets in achieving proficiency in NMSBA Reading by 1.7%, but exceed in Math by 30%. DVE will continue to receive access to Imagine Learning, Leveled Literacy Intervention. DVE will continue to measure reading progress through the use of DRA's. It will continue to use the LEXIA programs as just started this Spring Semester. And will continue to use with fidelity the computer based program (which can be accessed from home) of First in Math.*

How will you ensure funds will be aligned so that state program goals are met? *Desert View will continue meeting through the 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 Literacy Intervention (programs funded).*

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION
2014-2015**

III. SCHOOL PROGRAM INFORMATION

School Site:				
Desert View Elementary School (K-6)				
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 ELL's Data.				
<p>a) What are the trends in your ACCESS for ELL's Data? DV has been consistent in meeting the SMART Goal for three or more years. Last year DV scored 67 which is about 20% higher than the SMART goal for 2013. Further, DV scored 13% proficiency of the student scoring a level 5 or 6 on the ACCESS that is 3% higher than the SMART goal required. Strategies to Achieve this goal: ELL students will continue to use appropriate and adequate amounts of English-language instructional materials including the computer based program of Imagine Learning. The students will be provided appropriate accommodations in both instruction and in testing for ELL students. Desert View increased in ACCESS scores from 67% to 72%.</p>				
<p>b) Based on the ACCESS data trends, what is the projected growth you expect ELL students to make with current data? Desert View will continue to make progress in English through ACCESS for ELL's (289 testers) by maintaining increasing ACCESS scores from 67% to 72%.</p>				
What action steps/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 a Bilingual Multicultural education program (Transitional) for participating ELL students.	On-Going	Bilingual Multicultural Department and School Principal	Bilingual Multicultural Department Specialists, school administrator, Teachers K-6, Students	
Use Language Arts teachers K-6 who are fully endorsed in TESOL or Bilingual Education to teach ELL students.	August 2014 May 2015	Personnel Office, School Principal	Teachers K-6,	

Goal 2: Home Language Proficiency

a) What are the trends in your Home Language Proficiency data?

The trend for DV has been that students of the bilingual program enter school proficient in Spanish as evidence on the Woodcock-Muñoz. This year only 26 bilingual education students were reassessed in Spanish, 46% of the 26 were proficient.

To achieve this goal the following strategies will be implemented: Assessment data will continue to be used to appropriately place students and to develop and modify instruction. The students will be provided with appropriate accommodations in both instruction and in testing for ELL students.

b) Based on the Home Language Proficiency data trends, what is the projected growth you expect ALL students in program to make based on current data? Desert View will continue to make progress in Spanish through Woodcock Muñoz for our bilingual education students by continuing to show proficient status in our bilingual education students as they are reassessed.

What action steps/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 opportunities for students and parents to be involved in charting students' progress and teacher discussions through the development of an Academic Improvement Plan (AIP).	September, February. 2014-2015	Teachers K-6	Teachers K-6, Parents	
School/District will provide continuous professional development to all staff and bilingual transitional teachers, on language development and Bilingual Multicultural education.	On-Going	Bilingual Multicultural Department and School Principal	Teachers K-6	
K-1 Students will participate in Imagine Learning Español	2014-2015 school year	DL Classrooms	All Teachers and DL K-1 students	

Goal 3: Academic Achievement in Reading

a) **What are the trends in your reading SBA/short-cycle data?** ELL students in grades 3rd through 6th scoring proficient in reading have continued to increase as measured by the SBA. The students met SBA standards by obtaining a 55%. We were 1.6% of the SGT goal.

b) **Based on the SBA/short-cycle reading data trends, what is the projected growth you expect ALL students in program to make based on current data?** All students in grades 3rd through 6th scoring proficient or above in reading will increase to 65.3. Students in the highest and lowest quartiles will continue to show progress. Students will be provided appropriate accommodations in both instruction and in testing for ELL Students. Continue to provide appropriate and adequate amounts of English language instructional tools to learn as the computer based Imagine Learning.

What action steps/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 ELL students with extra support in academic subjects as well as in language development through Imagine Learning, Level Literacy Intervention.	On-Going	Administration, Teachers, Bilingual Multicultural Department,	Teachers	
Disaggregate and analyze assessment data to target areas of special needs in English literary for ELL students including the ACCESS and NMSBA Reading scores.	On-Going	Administration, Teachers	Administration, Teachers, Specialists,	
On-going Professional Development with school and district literacy coaches and teachers.	On-Going	Administration, Teachers	Administration, Teachers, Specialists,	

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 transitional meetings.	By Semester	Bilingual Multicultural Committee	Administrators, Teachers, Parents, Counselor	
Communicate with parents and community in both English and Spanish through use of interpreters when needed.	Daily	Administration	Administrators, Teachers, Counselor, presenter	
Provide access to school facilities and equipment to parents and community members through use of library, computer lab, cafeteria, gym, classroom.	Daily	Administration	Administration, Librarian, Computer Tech Instructor, Parents, Social Workers, Counselor	
Provide access to community services for parents such as transportation and social services.	As Needed	Title I, Special Education Department	Social Workers, Counselors	

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
ELL/FEP/English native speakers students	ELL students	FEP/English native speakers students	ELL/FEP/English native speakers students	ELL Students ONLY
Instructional Time:	Instructional Time:	Instructional	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 three 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 ELL students.	One hour of home language and one hour of ESL. Optional and/or Additional Courses: May have one additional hour of home 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 home 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 home 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 home in a content area (Math, Social Studies, science, or Fine Arts).
Purpose:	Purpose:	Purpose:	Purpose:	Purpose:
All students will be bilingual and biliterate in L1 and L2.	All students will be bilingual and biliterate in L1 and L2.	All FEP and native English speakers will be fluent in the home/2 nd language.	All students will be bilingual and biliterate in L1 and L2.	All ELL students will become proficient in English.