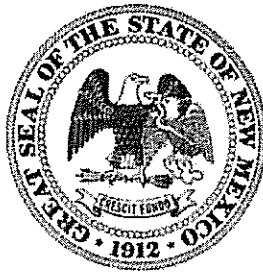


**State Bilingual Multicultural Education  
PROGRAM AND FUNDING APPLICATION  
for**

Anthony 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](mailto:icela.pelayo@state.nm.us), Dr. Elisabeth Valenzuela [elisabeth.valenzuel@state.nm.us](mailto:elisabeth.valenzuel@state.nm.us), Kirsi Laine at [kirsi.laine@state.nm.us](mailto:kirsi.laine@state.nm.us), or Sherri Green at [sherrit.green@state.nm.us](mailto: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

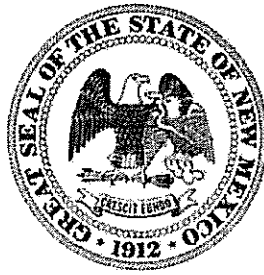
(3) provide technical assistance to the school and district.

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)**

<b>District Name:</b> Gadsden Independent School District					
Instructional Program Model	Instructional Hour(s)	Never EL (0)	EL (1)	Exited EL (≥2)	District Projection (Number of Students)
<b>Dual Language</b> (0,1, and ≥ 2)	3 Hour	500	1777	420	2697
<b>Maintenance</b> (1 and ≥ 2)					
<b>Heritage</b> (0,1, and ≥ 2)					
<b>Enrichment</b> (0, and ≥ 2)					
<b>Transitional</b> (1 only)	2 and 3 Hours		1174		1174
<b>Total Students in Each Instructional Program Model</b>					<b>3871</b>
<p>Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day  <i>Keys for Language Status: 0= Never EL; 1- Current EL; ≥2= EL Exit Year 1 and above</i></p>					
<b>Superintendent:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>	
Efren Yturralde			<a href="mailto:eyturralde@gisd.k12.nm.us">eyturralde@gisd.k12.nm.us</a>	575-882-6200	
<b>Finance Manager:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>	
Steve Suggs			<a href="mailto:ssuggs@gisd.k12.nm.us">ssuggs@gisd.k12.nm.us</a>	575-882-6241	
<b>Bilingual Director:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>	
Susan Yturralde			<a href="mailto:syturralde@gisd.k12.nm.us">syturralde@gisd.k12.nm.us</a>	575-822-6267	
<p>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.</p>					

### SCHOOL BOARD MEETING/BOARD PRESIDENT'S SIGNATURE

<b>Signature:</b>	<b>Date:</b>

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)**

<b>District Name:</b> Gadsden Independent School District	<b>School Name:</b> Anthony Elementary School	
<b>Instructional Program Model</b>	<b>Instructional Hour(s)</b>	<b>School Projection</b>
Dual Language		
Maintenance		
Heritage		
Enrichment		
Transitional	3 hour program	122
<b>Total Bilingual Students in All Program Models</b>		<b>122</b>

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

<b>Principal:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Linda Perez	<i>Linda Perez</i>	5/1/2015	lperez@gisd.k12.nm.us	575-882-4561
<b>Parent Advisory Committee (PAC) Representative:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Maria Davila	<i>Maria Davila</i>	5/1/2015	Socorrodavila33@yahoo.com	915-472-8144
<b>Bilingual Director:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Susan Yturralde	<i>S. Yturralde</i>	5-1-15	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 x NO \_\_\_\_\_ PARTIALLY \_\_\_\_\_

*What were the strengths of your bilingual program?*

*The strength of our bilingual program is the transitional model utilized at our school. The students are able to build a solid foundation in their native language allowing them to transition more easily to English.*

*What were the challenges of your bilingual program?*

*Our challenges have been the limited resources in Spanish and the lack of supplemental materials available in Spanish. It is also difficult to find bilingual certified teachers to hire.*

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

*We met our SMART goals for AY 2014-15.*

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

*We will ensure our funds are appropriately allocated by prioritizing the needs of the individual bilingual classrooms. This includes purchasing materials and resources that will help teachers support and differentiate instruction in our bilingual classrooms.*



STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2015–2016

III. SCHOOL PROGRAM INFORMATION

<b>School Site: Anthony Elementary School</b>				
<b>SMART Goals: <u>Specific, Measureable, Agreed-upon, Realistic, Time-Based</u></b>				
<b>A. School Goals of the Bilingual Multicultural Education Program Model</b>				
<b>Goal 1: English Proficiency (To include students making progress in learning English, and attaining English proficiency-ACCESS for ELLs© Data)</b>				
<b>a) What are the trends in your ACCESS for ELLs© Data?</b> We have surpassed the goal for making progress and attaining proficiency the last three years.				
<b>b) Based on the ACCESS for ELLs© data trends, what is the projected growth you expect EL students to make with current data?</b> The percent of students making progress in English will be 52% and the percent of students attaining English proficiency will be 12%.				
<b>c) What action steps and/or activities will you implement to meet the growth stated above?</b>				
Detailed description of proposed action steps/ activities to reach goals	Timeline	Responsibility	Participants	Funding Amount
We will provide continuous NM ELD (WIDA) standards professional development to all staff to ensure that research based ELD strategies are used across content areas.	August 2015 – May 2016	Principal, Assistant Principal, Instructional Coach	K-6 classroom teachers and Intervention Teachers	
We will monitor the use of language-acquisition principles and best practices in every content area.	August 2015 – May 2016	Principal, Assistant Principal, Instructional Coach	K-6 classroom teachers and Intervention Teachers	
We will provide teachers of ESL/ELD courses with common planning time to develop the sequential curriculum.	August 2015 – May 2016	Principal, Assistant Principal, Instructional Coach	K-6 classroom teachers and Intervention Teachers	
We use Imagine Learning as a supplement for ELL students to gain experience in English	August 2015 – May 2016	Principal, Assistant Principal, Instructional Coach	K-6 classroom teachers and students	

**Goal 2: Home Language Proficiency**

**a) What are the trends in the program’s Target (home/heritage) Language Proficiency data?**  
 There is no set goal in the state of New Mexico but over 70% of our students assessed in Spanish attained proficiency.

**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?**  
 Our goal is for 72% of our students assessed in Spanish attain 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
<p><b>Our Instructional Coach will provide teachers with coaching support and modeling as they implement Balanced Literacy instructional components, to include reading, writing, and content area instruction in Spanish and strategies as part of daily classroom instruction routine to provide differentiated instruction to students.</b></p>	<p><b>August 2015 – May 2016</b></p>	<p><b>Principal, Assistant Principal, Instructional Coach</b></p>	<p><b>K-6 classroom teachers and Intervention Teachers</b></p>	
<p><b>Teachers will enhance their knowledge base in native language literacy to help students increase their writing, reading fluency and comprehension.</b></p>	<p><b>August 2015 – May 2016</b></p>	<p><b>Principal, Assistant Principal, Instructional Coach</b></p>	<p><b>K-6 classroom teachers and Intervention Teachers</b></p>	
<p><b>School and/or district will provide continuous professional development to all staff on principles of language acquisition and Bilingual Multicultural Education (i.e., conferences, workshops, university course work and classroom training).</b></p>	<p><b>August 2015 – May 2016</b></p>	<p><b>Principal, Assistant Principal, Instructional Coach</b></p>	<p><b>K-6 classroom teachers and Intervention Teachers</b></p>	

**Goal 3: Academic Achievement in Reading**

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

We met our goal this past year at 80%. Last year we missed it by .07%.

**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?**

Our projected goal is 65.3%.

**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
Our Instructional Coach will provide teachers with coaching support and modeling as they implement Balanced Literacy instructional components and strategies as part of a daily classroom instruction to students.	August 2015 – May 2016	Principal, Assistant Principal, Instructional Coach	K-6 classroom teachers and Intervention Teachers	
Teachers will enhance their knowledge base in literacy to help students increase reading fluency and comprehension.	August 2015 – May 2016	Principal, Assistant Principal, Instructional Coach	K-6 classroom teachers and Intervention Teachers	
Provide appropriate accommodations for ELL students in both instruction and testing, if necessary.	August 2015 – May 2016	Principal, Assistant Principal, Instructional Coach	K-6 classroom teachers and Intervention 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.	August 2015 – May 2016	Principal, Assistant Principal, Instructional Coach	K-6 classroom teachers and Parents	
Include parents and community members on the school or District level Parent Advisory	August 2015 – May 2016	Principal, Assistant Principal, Instructional	K-6 classroom teachers and Parents	

<b>Committee (PAC). Ensure that this committee advises on every aspect of the school/district's Bilingual Multicultural Education Program.</b>		<b>Coach</b>		
<b>Annually review and evaluate student progress and overall program effectiveness of the Bilingual Multicultural Education program and /or the English as a Second Language Program.</b>	<b>August 2015 – May 2016</b>	<b>Principal, Assistant Principal, Instructional Coach</b>	<b>K-6 classroom teachers and Parents</b>	
<b>Our parents participated in the Common Core state Standards Modules. Our Reading night emphasizes parent participation through the Common Core State Standards.</b>	<b>August 2015 – May 2016</b>	<b>Principal, Assistant Principal, Instructional Coach</b>	<b>K-6 classroom teachers and Parents</b>	

**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 have met our goal every year since 2011.**

**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?  
Our projected goal if for all students to meet or exceed 60%.**

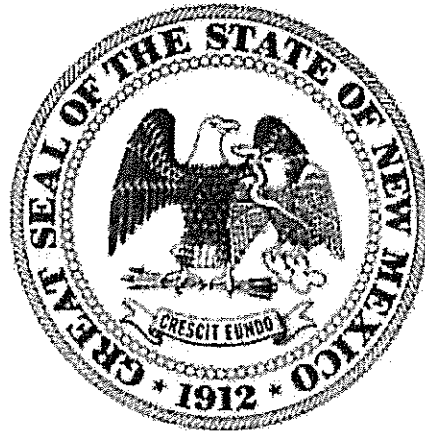
**c) What action steps and/or activities will you implement to meet the growth stated above?**

Detailed description of proposed action steps/ activities to reach goals	Timeline	Responsibility	Participants	Funding Amount
Our Instructional Coach will provide teachers with coaching support and modeling as they implement Envisions instructional components and strategies as part of a daily classroom instruction to students.	August 2015 – May 2016	Principal, Assistant Principal, Instructional Coach	K-6 classroom teachers and Parents	
Teachers will enhance their knowledge base in math literacy to help students increase fluency and basic math knowledge.	August 2015 – May 2016	Principal, Assistant Principal, Instructional Coach	K-6 classroom teachers and Parents	
Provide appropriate accommodations for ELL students in both instruction and testing, if necessary.	August 2015 – May 2016	Principal, Assistant Principal, Instructional Coach	K-6 classroom teachers and Parents	

<b>B. Parent and Community Involvement: Activities, Detailed Description of Proposed Activities, Timeline, Person(s) Involved</b>				
<b>Detailed Description of Proposed Activities to Reach Goals</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Participants</b>	<b>Funding Amount</b>
<b>Include parents and community members on the school or District level Parent Advisory Committee (PAC). Ensure that this committee advises on every aspect of the school/district's Bilingual Multicultural Education Program.</b>	<b>August 2015 – May 2016</b>	<b>Principal, Assistant Principal, Instructional Coach</b>	<b>K-6 classroom teachers and Intervention Teachers</b>	
<b>Our parents participated in the Common Core state Standards Modules. Our Math night emphasizes parent participation through the Common Core State Standards.</b>	<b>August 2015 – May 2016</b>	<b>Principal, Assistant Principal, Instructional Coach</b>	<b>K-6 classroom teachers and Intervention Teachers</b>	

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

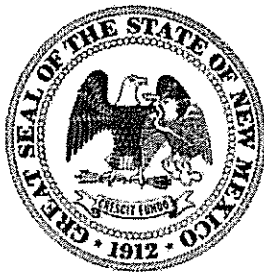
<p>A program model is the method (and services) the district will use to ensure that all students placed in bilingual multicultural education programs receive proper instruction. The model serves as the foundation for determination of the number of hours a student is placed in. There are five program 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>				
<b>Dual Language Immersion</b>	<b>Maintenance</b>	<b>Enrichment</b>	<b>Heritage</b>	<b>Transitional</b>
EL/Exited ELs/Never ELs	EL students/Exited ELs	EL students/Never ELs	EL students/Never ELs	EL students <u>only</u>
<b>Instructional Time:</b>	<b>Instructional Time:</b>	<b>Instructional Time:</b>	<b>Instructional Time:</b>	<b>Instructional Time:</b>
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
<b>Required Courses:</b>	<b>Required Courses:</b>	<b>Required Courses:</b>	<b>Required Courses:</b>	<b>Required Courses:</b>
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 <b>and one</b> hour of ESL. <b>Optional and/or Additional Courses:</b> 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. <b>Optional and/or Additional Courses:</b> 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. <b>Optional and/or Additional Courses:</b> 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. <b>Optional and/or Additional Courses:</b> May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts).
<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>
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**

Berino 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](mailto:icela.pelayo@state.nm.us), Dr. Elisabeth Valenzuela [elisabeth.valenzuel@state.nm.us](mailto:elisabeth.valenzuel@state.nm.us), Kirsi Laine at [kirsi.laine@state.nm.us](mailto:kirsi.laine@state.nm.us), or Sherri Green at [sherrit.green@state.nm.us](mailto: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:**

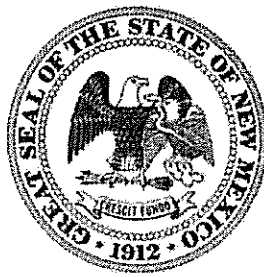
- A. To evaluate bilingual multicultural education program effectiveness and use of funds, each district shall maintain academic achievement and language proficiency data and update the data annually.
  - (1) Districts shall submit to the department an annual progress report.
  - (2) Reports shall be 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

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

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

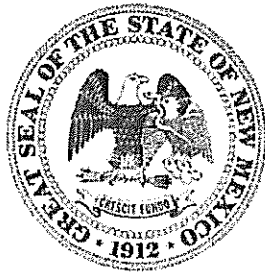
<b>Superintendent:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Efren Yturralde			<a href="mailto:eyturralde@gisd.k12.nm.us">eyturralde@gisd.k12.nm.us</a>	575-882-6200
<b>Finance Manager:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Steve Suggs			<a href="mailto:ssuggs@gisd.k12.nm.us">ssuggs@gisd.k12.nm.us</a>	575-882-6241
<b>Bilingual Director:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Susan Yturralde			<a href="mailto:syturralde@gisd.k12.nm.us">syturralde@gisd.k12.nm.us</a>	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**

<b>Signature:</b>	<b>Date:</b>

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)

<b>District Name:</b> Gadsden Independent School District	<b>School Name:</b> Berino Elementary School	
<b>Instructional Program Model</b>	<b>Instructional Hour(s)</b>	<b>School Projection</b>
<b>Dual Language</b>	3 hour program	368
<b>Maintenance</b>		
<b>Heritage</b>		
<b>Enrichment</b>		
<b>Transitional</b>		
<b>Total Bilingual Students in All Program Models</b>		<b>368</b>

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

<b>Principal:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Wilfred Trujillo		5/11/2015	wtrujillo@gisd.k12.nm.us	575-882-2242
<b>Parent Advisory Committee (PAC) Representative:</b>	<b>Signature:</b> Juana Sanchez	<b>Date:</b>	<b>Email:</b> jnrsan98@yahoo.com	<b>Phone:</b> 915 637-4554
		5/11/2015		
<b>Bilingual Director:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Susan Yturralde		5/11/2015	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?***

*The school's 50:50 Dual Language bilingual program is being effective. Teachers are utilizing best practice strategies daily and are following the program with fidelity. The "Imagine Learning" program is also helping our students. WIDA standards are also being utilized by our teachers and are documented in their weekly lesson plans. The ELD Standards and an ELD Academy are a part of Professional Development offered to teachers, instructional coaches and administrators.*

### ***What were the challenges of your bilingual program?***

*Some of the challenges include the lack of sufficient time for students to utilize particular programs such as Imagine Learning and Content & Language for ELLs effectively. The lack of a Bilingually qualified instructional coach is also a challenge, since our Dual Language program resides in grades kinder through sixth; therefore teachers need support for all students, including Ell and non-ELL students, in both languages. In addition, there is a challenge in providing more support for those students who for various reasons are not in the program, but do require additional support through content vocabulary and comprehension.*

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

*Berino Elementary did not meet the achievement proficiency for SBA in reading or math. In reading we fell short by 10 percentage points of the SGT of 61%. In math we fell short by 5 percentage points of the SGT of 55%. The school will create a computer lab schedule that will allow all ELL students to have access to the Imagine Learning Program daily. School will also implement an after school Imagine Learning program if funds are available. We will also provide more training and support for our English Language Development instruction in the monolingual classrooms.*

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

*Funds for the various resources and programs are distributed through proposals to the District. The District will ensure all funds are aligned with state program goals and thus make sure these goals are met.*

## III. SCHOOL PROGRAM INFORMATION

<b>School Site: Berino Elementary School</b>				
<b>SMART Goals: <u>S</u>pecific, <u>M</u>easureable, <u>A</u>greed-upon, <u>R</u>ealistic, <u>T</u>ime-Based</b>				
<b>A. School Goals of the Bilingual Multicultural Education Program Model</b>				
<b>Goal 1: English Proficiency (To include students making progress in learning English, and attaining English proficiency-ACCESS for ELLs© Data)</b>				
<p><b>a) What are the trends in your ACCESS for ELLs© Data?</b></p> <p>Last year the SGT for AMAO1 was 49% and the one for AMAO2 was 11%. Last year 63% of the students tested from our school showed as making progress in English AMAO1, surpassing state expectations by 14 percentage points. Also, 15% of the students tested scored at or above proficient level AMAO2, surpassing state expectations by 4 percentage points. The trend has been that our school has shown growth in both the AMAO1 and AMAO2 in the past three years.</p>				
<p><b>b) Based on the ACCESS for ELLs© data trends, what is the projected growth you expect EL students to make with current data?</b></p> <p>The projected growth we expect for this year is as follows: students at our school will be able to meet the 50% SGT for AMO1 and the 12% SGT for AMAO2.</p> <p>Strategies to achieve these goals include:</p> <ol style="list-style-type: none"> <li>1. Use Language Arts teachers who are appropriately endorsed in TESOL or Bilingual Education to provide instruction for our ELL students.</li> <li>2. Provide continuous professional development to all staff so that research-based dual language strategies will be used in every content area. This includes investigating the district stages of second language acquisition and their respective characteristics, review and use of the NM ELD standards using WIDA as a major resource, language transfer issues, and instructional differentiation in the classroom for ELL students.</li> </ol> <p>Data shows that Berino Elementary is making progress. Over time the school has shown continuous growth in SGT percentage points for AMAO1 and AMAO2. Our school needs to continue utilizing research-based methodologies, continue providing relevant professional development in the specific areas of concern.</p>				
<b>c) What action steps and/or activities will you implement to meet the growth stated above?</b>				
<b>Detailed description of proposed action steps/ activities to reach goals</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Participants</b>	<b>Funding Amount</b>
Teaching staff and instructional coach will meet weekly to discuss issues on English Language Development of the students.	Weekly meetings during their planning time starting in Fall of 2015 and ending Spring of 2016.	Principal Instructional Coach and Teachers	School Administrator Coach and Teachers	
Coordinate a more efficient schedule that better employs students'	On going from Fall 2015 to	Administrators Teachers Comp. Lab Teach.	ELL students Low-perform.students	



available time to use the Imagine Learning Program in the computer lab.	Spring 2016			
Make use of the Afterschool Program using the Imagine Learning Program	On going from Fall 2015 to Spring 2016	Teachers Administrators	ELL students Low-Perform. students	

**Goal 2: Home Language Proficiency**

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

Over time, our Home Language Proficiency data trends to show that more than half of our students are scoring proficient or advanced in the Spanish WMLS-R. Every year the data seems to vary. Some years the percentage of students tested increases and sometimes decreases as compared to the previous year. It is evident that our efforts to provide equity to the Home/Heritage Language (Spanish) have been successful. The proficiency level for dual language students is at 51.7% as measured by WMLS 2014-15.

**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?**

Overall, we expect to continue the trend of maintaining the projected growth of all students tested, scoring at proficient or advanced level, at 2 percentage points higher than the previous (51.7%).

**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
Teaching staff and instruction coach will meet weekly to discuss issues pertaining to Spanish Language Development for students	Weekly meetings during their planning time starting in Fall of 2015 and ending in the Spring of 2016.	Administrators, Instructional Coach and teachers	Administrators, Instructional Coach and teachers	
Imagine Learning En Español will be made available to K-6th students in the Dual Language Program to provide students not proficient in Spanish with vocabulary support.	Fall 2015 to Spring 2016	Teachers	K-6 <sup>th</sup> grade students in the Dual Language Program not proficient in Spanish	
Word study/word wall activity training I Spanish to assist teachers in implementing strategies and skills across grade levels for vocabulary development	Fall 2015- Spring 2016	All K-6 <sup>th</sup> Teachers Instructional Coach supported by Bilingual Instructional Specialist	K-6 <sup>th</sup> grade students being instructed in the Dual Language Program	

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**Goal 3: Academic Achievement in Reading**

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

Trend clearly indicates that the school continues to fall short of achieving the state SGT. AMAO3 Reading: Last year, in reading, we fell short by 10 percentage points of the SGT of 61%. In order to meet this year's expectation, our teachers will incorporate a variety of activities. These activities will include Imagine Learning language software in both English and Spanish and intervention programs. Teachers will utilize Common Core Standards to focus instruction and maintain fidelity to the Balanced Literacy framework.

**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?**

As a school we are striving to make a 10 percentage point gain in both areas as compared to last year's NMSBA.

**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
Professional development will be held to enhance the familiarity and implementation of the Language Review Team.	Fall 2015 and Spring 2016	Principal and Assistant Principal	All instructional staff	
The instructional coach will conduct regular training sessions that address specific literacy (reading/writing standards. These will be determined by data that is available through Data Driven Classrooms, PARCC and MAP scores as well as other short cycle assessments. Teachers will continue to follow recommended best practices and adhere to district mandated framework. These trainings will be conducted during teacher planning periods.	Monthly, starting in the Fall 2015 and ending in the Spring 2016.	Instructional Coach and administrator(s)	All instructional staff	
Align common core state standards in literacy to the Lucy Calkins Units of study for reader's workshop and writer's workshop in the home language and second language through planning and follow through by monitoring of	Fall 2015 through Spring 2016	Administrators Instructional Coach	All K-6 <sup>th</sup> students	

daily schedules, lesson plans, observation, and walkthroughs.				

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

<b>Detailed Description of Proposed Activities to Reach Goals</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Participants</b>	<b>Funding Amount</b>
Literacy Night hosted by each grade level for all parents.	Once a year	Respective grade level representatives, Principal and teachers	Parents and community members.	
All ACCESS data is shared with students and Parents as it becomes available.	Fall 2015-Spring 2016	Administrators teachers	K-6 <sup>th</sup> students and Parents	
Parents and community are involved in school activities. Parent Advisory Council meet such as in “Coffee with the Principal”	Fall 2015-Spring 2016	Administrators Teachers Instructional Coach	K-6 <sup>th</sup> students Parents Administrators Community 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?**  
 Trend clearly indicates that the school continues to fall short of achieving the state benchmark. AMAO3 Mathematics: Last year, in math, we fell short by 5 percentage points of the SGT of 55%. In order to meet this year's expectation, our teachers will incorporate a variety of activities. These include First in Math and FASTT Math software programs. Math Navigator will also be utilized as an intervention program for our students. Teachers will focus instruction on Common Core Standards.

**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?**  
 As a school we are striving to make a 10 percentage points gain in mathematics based on last year's assessment.

**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 instructional coach will conduct regular training sessions that address specific mathematical standards. These will be determined by data that is available through Data Driven Classrooms, MAPs, and end of unit assessments	Fall 2015 and ending Spring 2016.	Instructional Coach and Administrator(s)	All instructional staff	
Align common core state standards in math to Envisions curriculum by grade level in the home language and the second language through training and follow through by monitoring of daily schedules, lesson plans, observations and walkthroughs.	Fall 2015 through Spring 2016	Instructional Coach and Administrators	All instructional staff	

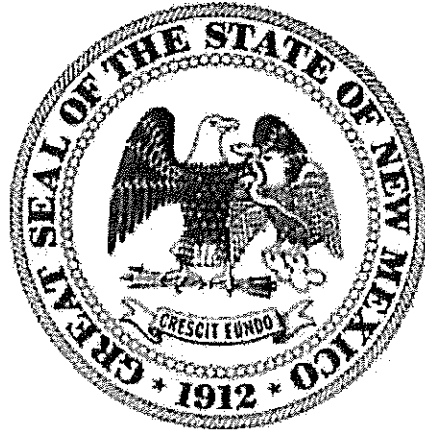
**B. Parent and Community Involvement: Activities, Detailed Description of Proposed Activities, Timeline, Person(s) Involved**

Detailed Description of Proposed Activities to Reach Goals	Timeline	Responsibility	Participants	Funding Amount
Math Night hosted by each grade level for all parents.	Once a year	Respective grade level representatives, Principal and	Parents and community members.	

		teachers		
Parents and community are involved in school activities.	Fall 2015 through Spring 2016	Administrators Teachers Instruct. Coach	K-6 <sup>th</sup> students Parents Administrators Community Teachers	

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

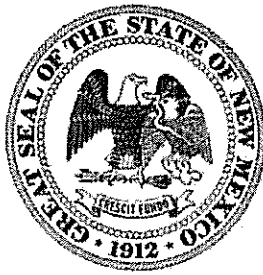
<p>A program model is the method (and services) the district will use to ensure that all students placed in bilingual multicultural education programs receive proper instruction. The model serves as the foundation for determination of the number of hours a student is placed in. There are five program 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>				
<b>Dual Language Immersion</b>	<b>Maintenance</b>	<b>Enrichment</b>	<b>Heritage</b>	<b>Transitional</b>
EL/Exited ELs/Never ELs	EL students/Exited ELs	EL students/Never ELs	EL students/Never ELs	EL students <u>only</u>
<b>Instructional Time:</b>	<b>Instructional Time:</b>	<b>Instructional Time:</b>	<b>Instructional Time:</b>	<b>Instructional Time:</b>
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
<b>Required Courses:</b>	<b>Required Courses:</b>	<b>Required Courses:</b>	<b>Required Courses:</b>	<b>Required Courses:</b>
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 <b>and one</b> hour of ESL. <b>Optional and/or Additional Courses:</b> 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. <b>Optional and/or Additional Courses:</b> 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. <b>Optional and/or Additional Courses:</b> 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. <b>Optional and/or Additional Courses:</b> May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts).
<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>
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**

Chaparral 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](mailto:icela.pelayo@state.nm.us), Dr. Elisabeth Valenzuela [elisabeth.valenzuel@state.nm.us](mailto:elisabeth.valenzuel@state.nm.us), Kirsi Laine at [kirsi.laine@state.nm.us](mailto:kirsi.laine@state.nm.us), or Sherri Green at [sherrit.green@state.nm.us](mailto: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

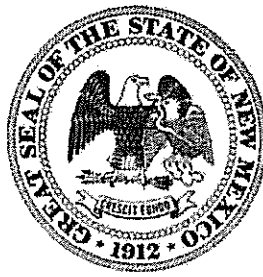
(3) provide technical assistance to the school and district.

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)**

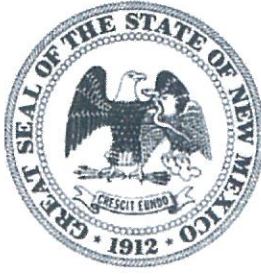
<b>District Name:</b> Gadsden Independent School District					
<b>Instructional Program Model</b>	<b>Instructional Hour(s)</b>	<b>Never EL (0)</b>	<b>EL (1)</b>	<b>Exited EL (≥2)</b>	<b>District Projection (Number of Students)</b>
<b>Dual Language</b> (0,1, and ≥ 2)	3 Hour	500	1777	420	2697
<b>Maintenance</b> (1 and ≥ 2)					
<b>Heritage</b> (0,1, and ≥ 2)					
<b>Enrichment</b> (0, and ≥ 2)					
<b>Transitional</b> (1 only)	2 and 3 Hours		1174		1174
<b>Total Students in Each Instructional Program Model</b>					<b>3871</b>
<p align="center">Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day  <i>Keys for Language Status: 0= Never EL; 1- Current EL; ≥2= EL Exit Year 1 and above</i></p>					
<b>Superintendent:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>	
Efren Yturalde			<a href="mailto:eyturalde@gisd.k12.nm.us">eyturalde@gisd.k12.nm.us</a>	575-882-6200	
<b>Finance Manager:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>	
Steve Suggs			<a href="mailto:ssuggs@gisd.k12.nm.us">ssuggs@gisd.k12.nm.us</a>	575-882-6241	
<b>Bilingual Director:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>	
Susan Yturalde			<a href="mailto:syturalde@gisd.k12.nm.us">syturalde@gisd.k12.nm.us</a>	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**

<b>Signature:</b>	<b>Date:</b>

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)**

<b>District Name:</b> Gadsden Independent School District	<b>School Name:</b> Chaparral Elementary School	
<b>Instructional Program Model</b>	<b>Instructional Hour(s)</b>	<b>School Projection</b>
Dual Language	3 hour program	393
Maintenance		
Heritage		
Enrichment		
Transitional		
<b>Total Bilingual Students in All Program Models</b>		<b>393</b>

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

<b>Principal:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Laura Pargas	<i>Laura Pargas</i>	4/28/2015	lpargas@gisd.k12.nm.us	575-882-2242
<b>Parent Advisory Committee (PAC) Representative:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Jennifer Corral	<i>Jennifer Corral</i>	4/28/2015	<a href="mailto:Jeniffcorral3@yahoo.com">Jeniffcorral3@yahoo.com</a>	915-355-0924
<b>Bilingual Director:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Susan Yturralde	<i>Susan Yturralde</i>	4/28/2015	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   X   NO \_\_\_\_\_ PARTIALLY \_\_\_\_\_

***What were the strengths of your bilingual program?***

The strength of our bilingual program is the 50/50 Dual Language Program. The teachers of the DL program are all bilingual and TESOL endorsed. The students are able to build a solid foundation in English by 4<sup>th</sup> and 5<sup>th</sup> grade. Many ELL students attain FEP status.

***What were the challenges of your bilingual program?***

ESL/ELD strategies need to be implemented with rigor and fidelity. Newcomers beyond 3<sup>rd</sup> grade offer placement challenges since they cannot keep up with the rigor of the academic language of English at 50:50.

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

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

Our budget committee will ensure that purchases are aligned to meet program goals.

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION**

2015–2016

**III. SCHOOL PROGRAM INFORMATION**

**School Site: Chaparral Elementary School**

**SMART Goals: Specific, Measureable, Agreed-upon, Realistic, Time-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?** We continue to make progress and attain proficiency the last two years. Our students are scoring at 61% in Making Progress and 16% in Attaining Proficiency. The majority of our FEP students are in the 3-5 grade-cluster on ACCESS.

**b) Based on the ACCESS for ELLs© data trends, what is the projected growth you expect EL students to make with current data?** The percent of students making progress in English will be 52% and the percent of students attaining English proficiency will be 12% in 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
Participate in Block meetings to discuss CCS for ELL's, ESL/ELD strategies, and instructional strategies	School Year 2015-2016	Instructional Coach	Dual Language Staff	
Teachers will attend ESL/ELD Academy	Fall 2015	Bilingual Department	Dual Language Staff	
We will be continue to implement Imagine Learning as our supplement for ELL	Fall and Spring Semester 2015-2016	Instructional Staff	Students	

**Goal 2: Home Language Proficiency**

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

The trends in the Woodcock- Munoz indicate that 90% of the DL students were proficient in Spanish by spring 2015. 36 students were reassessed on the WMLS and 16 attained proficiency in Spanish as measured by the WMLS.

**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?**

The projected growth is a 10 percentage point gain in the students reassessed on the WMLS-R in spring 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
Teachers will participate in training for Spanish Language Development and CCS in Spanish	Fall Semester 2015	Instructional Coach	Dual Language Staff	
Teachers will participate in training on vocabulary development utilizing Academic Language	Fall Semester 2015	Instructional Coach	Dual Language Staff	
Training on word study strategies in Spanish	Fall Semester 2015	Instructional Coach	Dual Language Staff	

<b>Goal 3: Academic Achievement in Reading</b>				
<b>a) What are the trends in your reading Standards-based Assessment/short-cycle data?</b> In SY 2014, CES scored 69% proficient in the NMSBA-Reading; the SGT was 61%. We were 8% above the goal. This is the first time our school has made the SGT.				
<b>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?</b> The Reading SGT for 2015-16 is 65.3%; CES will make at least a 1 percentage point gain from 69% to 70%.				
<b>c) What action steps and/or activities will you implement to meet the growth stated above?</b>				
<b>Detailed description of proposed action steps/ activities to reach goals</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Participants</b>	<b>Funding Amount</b>
On-going professional development on Lucy-Calkins Units of Study	Fall and Spring Semester 2015-2016	Instructional Coach	Dual Language Staff	
We will provide appropriate accommodations for ELL students in instruction and in testing if necessary.	Fall and Spring Semester 2015-2016	Instructional Coach	Dual Language Staff and SLRT	
We will disaggregate and analyze assessment data to target areas of special need for ELL students.	Fall and Spring Semester 2015-2016	Instructional Coach	Dual Language Staff and SLRT	

<b>B. Parent and Community Involvement: Activities, Detailed Description of Proposed Activities, Timeline, Person(s) Involved</b>				
<b>Detailed Description of Proposed Activities to Reach Goals</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Participants</b>	<b>Funding Amount</b>
Communicate with parents and community in both the Home Language(s) and English	School Year 2015-2016	Administration	Parents/Community Members	
Include parents and community in professional development workshops	School Year 2015-2016	Parent Liason	Parents/Community Members	
Provide access to school facilities and equipment to parents and community members	School Year 2015-2016	Administration	Parents/Community Members	
Regularly notify parents Regarding student progress	School Year 2015-2016	Dual Language Classroom 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?**

In SY 2014, CES scored 67% proficient in the NMSBA-Math; the SGT was 55%. We were 12% above the goal. This is the second time our school has made the SGT in math.

**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?**

The Math SGT for 2015-16 is 60.0%; CES will make at least a 1 percentage point gain from 67% to 68%.

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

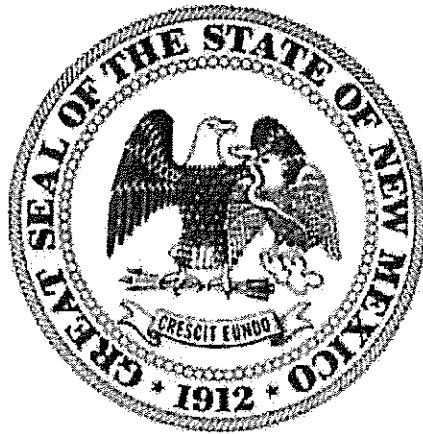
Detailed description of proposed action steps/ activities to reach goals	Timeline	Responsibility	Participants	Funding Amount
On-going professional development on Envision unit of study	Fall and Spring Semester 2015-2016	Instructional Coach	Dual Language Staff	
We will provide appropriate accommodations for ELL students in dual language in instruction and in testing if necessary.	Fall and Spring Semester 2015-2016	Instructional Coach	Dual Language Staff and SLRT	
We will disaggregate and analyze assessment data to target areas of special need for ELL students.	Fall and Spring Semester 2015-2016	Instructional Coach	Dual Language Staff and SLRT	

**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
Communicate with parents and community in both the Home Language(s) and English	School Year 2015-2016	Administration	Parents/ Community Members	
Include parents and community in professional development workshops	School Year 2015-2016	Parent Liason	Parents/ Community Members	
Provide access to school facilities and equipment to parents and community members	School Year 2015-2016	Administration	Parents/ Community Members	
Regularly notify parents Regarding student progress	School Year 2015-2016	Dual Language Classroom Teachers	Parents/ Community Members	

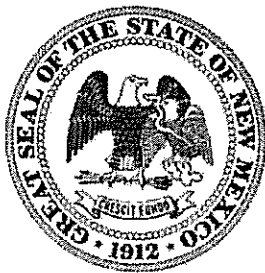
APPENDIX A: Summary of Bilingual Education Program Models Bilingual Education/Title III

<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>				
<b>Dual Language Immersion</b>	<b>Maintenance</b>	<b>Enrichment</b>	<b>Heritage</b>	<b>Transitional</b>
EL/Exited ELs/Never ELs	EL students/Exited ELs	EL students/Never ELs	EL students/Never ELs	EL students <u>only</u>
<b>Instructional Time:</b>	<b>Instructional Time:</b>	<b>Instructional Time:</b>	<b>Instructional Time:</b>	<b>Instructional Time:</b>
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
<b>Required Courses:</b>	<b>Required Courses:</b>	<b>Required Courses:</b>	<b>Required Courses:</b>	<b>Required Courses:</b>
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 <b>and one</b> hour of ESL. <b>Optional and/or Additional Courses:</b> 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. <b>Optional and/or Additional Courses:</b> 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. <b>Optional and/or Additional Courses:</b> 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. <b>Optional and/or Additional Courses:</b> May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts).
<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>
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**

Chaparral 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](mailto:icela.pelayo@state.nm.us), Dr. Elisabeth Valenzuela [elisabeth.valenzuel@state.nm.us](mailto:elisabeth.valenzuel@state.nm.us), Kirsi Laine at [kirsi.laine@state.nm.us](mailto:kirsi.laine@state.nm.us), or Sherri Green at [sherrit.green@state.nm.us](mailto: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

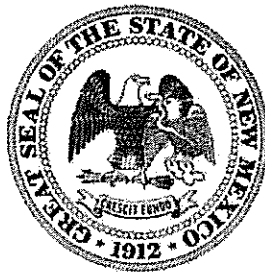
(3) provide technical assistance to the school and district.

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

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

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

<b>Superintendent:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Efren Yturalde			<a href="mailto:eyturalde@gisd.k12.nm.us">eyturalde@gisd.k12.nm.us</a>	575-882-6200
<b>Finance Manager:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Steve Suggs			<a href="mailto:ssuggs@gisd.k12.nm.us">ssuggs@gisd.k12.nm.us</a>	575-882-6241
<b>Bilingual Director:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Susan Yturalde			<a href="mailto:syturalde@gisd.k12.nm.us">sytturalde@gisd.k12.nm.us</a>	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**

<b>Signature:</b>	<b>Date:</b>

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)**

<b>District Name:</b> Gadsden Independent School District	<b>School Name:</b> Chaparral High School	
<b>Instructional Program Model</b>	<b>Instructional Hour(s)</b>	<b>School Projection</b>
Dual Language		
Maintenance		
Heritage		
Enrichment		
Transitional	2 and 3 hour program	37
<b>Total Bilingual Students in All Program Models</b>		<b>37</b>

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

<b>Principal:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Mark Rupcich	<i>MRupcich</i>	4/29/15	mrupcich@gisd.k12.nm.us	575-824-6700
<b>Parent Advisory Committee (PAC) Representative:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
	<i>Elizabeth Aguilera</i>	4/29/15		915-228-6271
<b>Bilingual Director:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Susan Yturralde	<i>S Yturralde</i>	4/29/15	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?*

- *Chaparral High School met AMAO 1 and 2.*
- *Chaparral High School has bilingual or TESOL endorsed teachers teaching its bilingual students. TESOL endorsed teachers teach in the ESL 1, ESL 2 and ESL courses. The Spanish teachers providing the native language instructions in Spanish 1 and 2 courses are bilingually endorsed. In addition, bilingual program participants can be enrolled in AP Spanish 3 and 4.*
- *Teachers in content area such as Math, Social Studies and Science are TESOL endorsed or are in the process of getting their TESOL endorsement. These teachers work with bilingual students providing language support and differentiated instruction.*
- *This year, Chaparral High School held a mini-conference and offered workshops in the area of Q 1 students, vocabulary development, Assignment matters and EL information as well as information regarding the PARCC test.*
- *During the summer, content area teachers also attended professional development held by the Bilingual Department in the area of reading and writing strategies for Math, Science and Social Studies and Fiction by Kimberly Stockton.*
- *Through Professional Learning Communities, teachers meet and develop lesson plans. The Data Committee presents information via a newsletter for the rest of the school as to how the school is doing either in Math or English.*
- *At the beginning of the year teachers through the use of PowerSchool to create data that includes students who are ELL in their classroom to better prepare their lessons.*

*What were the challenges of your bilingual program?*

- *Meeting the students' needs to graduate in four years continues to be a challenge.*
- *Even though this year CHS was able to find a Spanish Language Arts teacher with a bilingual endorsement, it continues to be difficult to find teachers who are bilingually endorsed, as well as teachers who are TESOL endorsed.*

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

- *CHS will continue to implement strategies and vocabulary development provided at trainings to ensure that students' needs continue to be met.*

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

- *Bilingual funding is appropriated at District level*

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION**

2015-2016

**III. SCHOOL PROGRAM INFORMATION**

<b>School Site: Chaparral High School</b>				
<b>SMART Goals: <u>Specific, Measureable, Agreed-upon, Realistic, Time-Based</u></b>				
<b>A. School Goals of the Bilingual Multicultural Education Program Model</b>				
<b>Goal 1: English Proficiency (To include students making progress in learning English, and attaining English proficiency-ACCESS for ELLs© Data)</b>				
a) What are the trends in your ACCESS for ELLs© Data? CHS has been meeting AMAO 1 and 2 with the exception of AMAO2 in 2009-2010.				
b) Based on the ACCESS for ELLs© data trends, what is the projected growth you expect EL students to make with current data? Based on the data ELs will increase at least 3 percentage points from 60% to 63 % in the area of Making Progress and maintain in the area of Attaining Proficiency at 41%.				
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 data on ACCESS and ELL	August/ September	Administration/ Instructional Coach	ESL Teachers Content Teachers	
Vocabulary Development	On-going	Instructional Coach	ESL Teachers Content Teachers	
ACE Strategies	On-going	Instructional Coach	ESL Teachers Content Teachers	
LDC	On-going	Instructional Coach	ESL Teachers Content Teachers	
MDC	On-going	Instructional Coach	ESL Teachers Content Teachers	
Tutoring	On-going	Instructional Coach	ESL Teachers Content Teachers	
Marking the Text	On-going	Instructional Coach	ESL Teachers Content Teachers	
Word Walls	On-going	Instructional Coach	ESL Teachers Content Teachers	
Graphic Organizers	On-going	Instructional Coach	ESL Teachers Content Teachers	
Cornell Notes	On-going	Instructional Coach	ESL Teachers Content Teachers	

**Goal 2: Home Language Proficiency****a) What are the trends in the program’s Target (home/heritage) Language Proficiency data?**

66 % Students enrolled in the program score Proficient in the four areas measured by WMLS-R.

**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?**

80 % of Students taking WMLS-R will be proficient.

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

<b>Detailed description of proposed action steps/ activities to reach goals</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Participants</b>	<b>Funding Amount</b>
Provide appropriate Home Language Arts Instruction	On-going	Administration	Spanish Teachers	
Use appropriately endorsed teachers to deliver instruction in the Home Language	Beginning of the year	Administration	Spanish Teachers	
Appropriate instructional materials in the home language	On-going	Administration	Spanish Teachers	

**Goal 3: Academic Achievement in Reading**

a) What are the trends in your reading Standards-based Assessment/short-cycle data?  
ELL students have scored below the SGT in the last two years 38% and 36% respectively.

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?  
Based on previous years where students have shown some growth; the goal would be to have 10 percentage point gain from 36% to 46%.

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
Data Analysis	August, September, November, December	Administration/ Instructional Coaches	Teachers	
Vocabulary Development	On-going	Instructional Coach	Teachers	
ACE Strategies	On-going	Instructional Coach	Teachers	
LDC	On-going	Instructional Coach	Teachers	
MDC	On-going	Instructional Coach	Teachers	
Tutoring	On-going	Instructional Coach	Teachers	
Marking the Text	On-going	Instructional Coach	Teachers	
Word Walls	On-going	Instructional Coach	Teachers	
Graphic Organizers	On-going	Instructional Coach	Teachers	
Cornell Notes	On-going	Instructional Coach	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
9 <sup>th</sup> Orientation	July	Administration/ Teachers	Students, Parents, Teachers and Administration	
Open House	August-September	Administration/ Teachers	Students, Parents, Teachers, Administration	
I-CAT	February	Administration/ Teachers	Students, Parents, Teachers, Administration	

Coffee with the Principal	Monthly	Administration	Parents	
FASFA Night	February	Administration/ Counselors	Parents/Students	
Senior Awards Night	May	Administration/ Counselors/ Teachers	Students, Parents, Teachers, Administration	
Easter Egg Hunt	April	National Honor Society/Student Council	Community	
Parent Advisory Meeting	Twice a Year	Administration/ Counselors/ Teachers	Students, Parents, Teachers, Administration	



**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?**

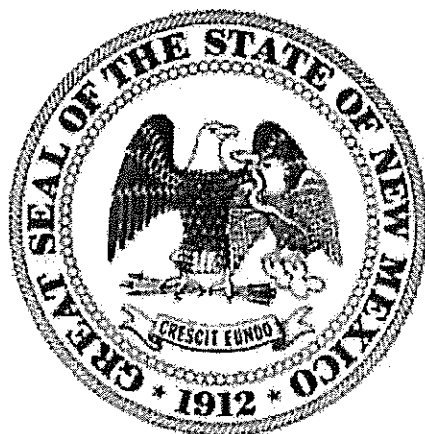
Detailed description of proposed action steps/ activities to reach goals	Timeline	Responsibility	Participants	Funding Amount

**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

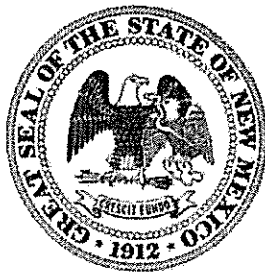
APPENDIX A: Summary of Bilingual Education Program Models Bilingual Education/Title III

<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>				
<b>Dual Language Immersion</b>	<b>Maintenance</b>	<b>Enrichment</b>	<b>Heritage</b>	<b>Transitional</b>
EL/Exited ELs/Never ELs	EL students/Exited ELs	EL students/Never ELs	EL students/Never ELs	EL students <u>only</u>
<b>Instructional Time:</b>	<b>Instructional Time:</b>	<b>Instructional Time:</b>	<b>Instructional Time:</b>	<b>Instructional Time:</b>
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
<b>Required Courses:</b>	<b>Required Courses:</b>	<b>Required Courses:</b>	<b>Required Courses:</b>	<b>Required Courses:</b>
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 <b>and one</b> hour of ESL. <b>Optional and/or Additional Courses:</b> 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. <b>Optional and/or Additional Courses:</b> 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. <b>Optional and/or Additional Courses:</b> 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. <b>Optional and/or Additional Courses:</b> May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts).
<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>
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**

Chaparral 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](mailto:icela.pelayo@state.nm.us), Dr. Elisabeth Valenzuela [elisabeth.valenzuel@state.nm.us](mailto:elisabeth.valenzuel@state.nm.us), Kirsi Laine at [kirsi.laine@state.nm.us](mailto:kirsi.laine@state.nm.us), or Sherri Green at [sherrit.green@state.nm.us](mailto: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

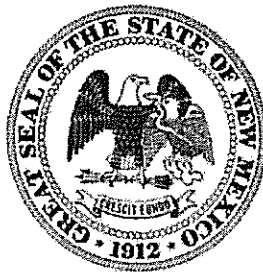
(3) provide technical assistance to the school and district.

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)**

<b>District Name:</b> Gadsden Independent School District					
<b>Instructional Program Model</b>	<b>Instructional Hour(s)</b>	<b>Never EL (0)</b>	<b>EL (1)</b>	<b>Exited EL (≥2)</b>	<b>District Projection (Number of Students)</b>
<b>Dual Language</b> (0,1, and ≥ 2)	3 Hour	500	1777	420	2697
<b>Maintenance</b> (1 and ≥ 2)					
<b>Heritage</b> (0,1, and ≥ 2)					
<b>Enrichment</b> (0, and ≥ 2)					
<b>Transitional</b> (1 only)	2 and 3 Hours		1174		1174
<b>Total Students in Each Instructional Program Model</b>					<b>3871</b>
<p align="center">Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day  <i>Keys for Language Status: 0= Never EL; 1- Current EL; ≥2= EL Exit Year 1 and above</i></p>					
<b>Superintendent:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>	
Efren Yturralde			eyturralde@gisd.k12.nm.us	575-882-6200	
<b>Finance Manager:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>	
Steve Suggs			ssuggs@gisd.k12.nm.us	575-882-6241	
<b>Bilingual Director:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>	
Susan Yturralde			syturralde@gisd.k12.nm.us	575-822-6267	

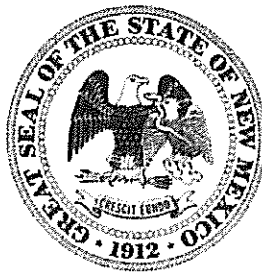
The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that: 1) the information he/she has read in the application package is understood; 2) that the information is accurate; and 3) that the application is complete and he/she certifies compliance 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**

<b>Signature:</b>	<b>Date:</b>

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)**

<b>District Name:</b> Gadsden Independent School District		<b>School Name:</b> Chaparral Middle School	
<b>Instructional Program Model</b>	<b>Instructional Hour(s)</b>	<b>School Projection</b>	
Dual Language			
Maintenance			
Heritage			
Enrichment			
Transitional	2 and 3 hour program	35	
<b>Total Bilingual Students in All Program Models</b>		<b>35</b>	

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

<b>Principal:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Marti Muela	<i>[Signature]</i>	4-30-2015	mmuela@gisd.k12.nm.us	575-824-4847
<b>Parent Advisory Committee (PAC) Representative:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Amy Cisneros	<i>[Signature]</i>	4-30-2015	acisneros@gisd.k12.nm.us	575-824-4847
<b>Bilingual Director:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Susan Yturralde	<i>[Signature]</i>	4-30-2015	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.

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## PRIOR YEAR GOALS

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

*What were the strengths of your bilingual program?*

- *Our school has a 3 level process of transition; therefore students receive instruction in ESL, bilingual support in content courses (Math, Science and Social Studies) and Spanish language instruction in all three levels.*
- *The expectation is that all students will become proficient in English.*
- *Students will meet the same rigorous standards for academic achievement as all children who are not ELL., and include meeting challenging State academic content and student academic achievement standards*
- *Our school is promoting a systemic improvement and reform and developing accountability systems for educational programs serving limited English proficient children.*
- *We will help develop language skills and multicultural understanding by various programs in the curriculum.*
- *We help develop programs that strengthen and improve professional training of educational personnel who work with limited English proficient students.*

*What were the challenges of your bilingual program?*

- *The availability of qualified and bilingually endorsed teachers in content areas such as mathematics, science, social studies.*
- *Another challenge is getting students to practice the language outside of school, engaging parents in the development of study habits at home, helping parents with parenting skills and resources for middle school students.*

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

- *The district has been very supportive in helping us with resources and software programs that support and engage middle school students in language acquisition.*
- *Chaparral Middle School did not meet the goals in AMAO1, yet met AMAOII and AMAOIII in school year 13-14. Making Progress goal was 49%. We did not meet it this year by missing it by 20 points. However, attaining proficiency was 11% and we met the mark. Goal 3 in the school year 2013-13 Chaparral Middle ELL cohort made gains beyond the SGT of 75% in Reading and 56% in Math. The goals were 61% and 55% respectively. It is something to be celebrated.*

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

- *Teachers will ensure they will teach CCSS aligned curriculum. They will provide appropriate and engaging assessments to measure the growth of students.*
- *They will re-teach curriculum that has not been mastered by using different modalities that may be prescribed by WIDA.*
- *Bilingual funding is appropriated at District level*

III. SCHOOL PROGRAM INFORMATION

<b>School Site: Chaparral Middle School</b>				
<b>SMART Goals: <u>S</u>pecific, <u>M</u>easureable, <u>A</u>greed-upon, <u>R</u>ealistic, <u>T</u>ime-Based</b>				
<b>A. School Goals of the Bilingual Multicultural Education Program Model</b>				
<b>Goal 1: English Proficiency (To include students making progress in learning English, and attaining English proficiency-ACCESS for ELLs© Data)</b>				
a) What are the trends in your ACCESS for ELLs© Data? We have not met the “Making Progress” in AMAO1, in two years.				
b) Based on the ACCESS for ELLs© data trends, what is the projected growth you expect EL students to make with current data? The projected growth of 21% in Making Progress is expected to help us reach the goal of 50%.				
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 data on ACCESS and ELL	Aug-Sept	Administration	ESL and ELD Teachers	
Language Development In all 4 domains	Aug-May	Admin/Teachers	ESL and ELD Teachers	
Instructional Coach Training for Teachers	Aug-May	Admin/ Instr. Coach	ESL and ELD Teachers	
Language Development Academies	Aug-May	Admin/Staff	ESL and ELD Teachers	
Deep Reading and Close Reading CCSS Strategies	Aug-May	Instructional Coach/Teachers	ESL and ELD Teachers	
Lucy Calkins Units of Study	Aug-May	Instructional Coach/Teachers	ESL and ELD Teachers	

**Goal 2: Home Language Proficiency**

a) What are the trends in the program's Target (home/heritage) Language Proficiency data? CMS re-assessments of non-proficient Spanish speakers in Bilingual classes. The number of students is too small to establish a trend.

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? CMS is expecting that 80% of bilingual students will be proficient on the Spanish WMLS.

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 appropriate Home Language Arts Instruction in all 4 language domains	Aug-May	Administration/ Spanish Teacher	Students	
Promote Parent Involvement to connect school and home	Aug-May	Admin/Staff	Students/Parents	
Students Participate Spanish Spelling Bee	October- March	Administration/ Spanish Teacher	Students	

**Goal 3: Academic Achievement in Reading**

a) What are the trends in your reading Standards-based Assessment/short-cycle data? In SY 2013, CMS ELL Cohort made gains beyond the SGT of 75% where the goal in reading was 61%.

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 projected growth is 10 percentage points in Making Progress from 36% to 46% and 10 percentage points in Attaining Proficiency from 8% to 18%

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
Focused Reading Intervention	Aug/May	Admin/Staff	Teacher Students	
Video Night About "Grandparents"	Aug/May	Admin/Staff	Teacher Students	
Specific Learning Target Training	Aug/May	Admin/Staff	Teachers	
Journal Writing Contest	Aug/May	Admin/Staff/ Teachers	Students	
Short Story Contest	Aug/May	Admin/Staff 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
English Spelling Bee	February	Admin/Staff	Parents/ Students	
Spanish Spelling Bee	January	Admin/Staff	Parents/ Students	
Geography Bee	December	Admin/Staff	Parents/ Students	
Literacy/History Together	January	Admin/Staff	Parents/ Students	
Dia De Los Libros	April	Admin/Staff	Parents/ Students	
Count Your Stars/ Science & Math Night	December	Admin/Staff	Parents/ Students	
Fine Arts For You Band & Choir Concert Folklorico Dance Group	October December May	Admin/Staff	Parents/ Students	
Dance Troupe	December	Admin/Staff	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? Based on the trends, CMS has met AMAOIII for three years in a row.

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 the trend, we believe the students will exceed the projected outcome of 60 this year.

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

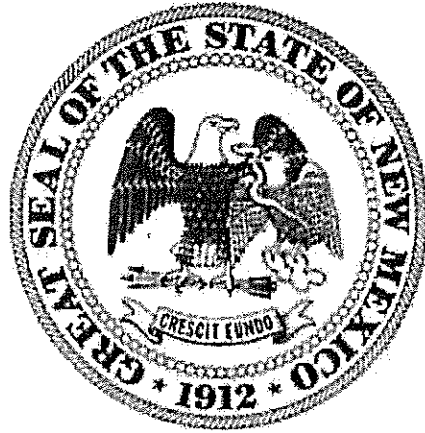
Detailed description of proposed action steps/ activities to reach goals	Timeline	Responsibility	Participants	Funding Amount
MC2 Training for Teachers	Aug-May	Administration/ Math Teachers	Teachers	
New Book training in-house for teachers	Aug-May	Administration/ Math Teachers	Teachers	
Math, "Count" night for parents	Aug-May	Administration/ Math Teachers	Teachers	
On-going training for PARCC test	Aug-May	Administration/ Math Teachers	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
Parent/Teacher Conf	Aug-May	Administration/ Math Teachers	Parents/ Students	
Invite Parents to Student Programs	Aug-May	Administration/ Math Teachers	Parents/ Students	
NMSU Workshops	Aug-May	Administration/ Math Teachers	Parents/ Students	
Numeracy Night	Aug-May	Administration/ Math Teachers	Parents/ Students	

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

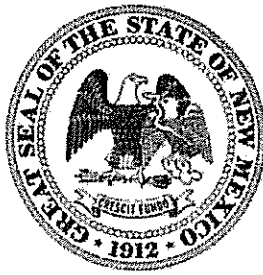
<p>A program model is the method (and services) the district will use to ensure that all students placed in bilingual multicultural education programs receive proper instruction. The model serves as the foundation for determination of the number of hours a student is placed in. There are five program 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>				
<b>Dual Language Immersion</b>	<b>Maintenance</b>	<b>Enrichment</b>	<b>Heritage</b>	<b>Transitional</b>
EL/Exited ELs/Never ELs	EL students/Exited ELs	EL students/Never ELs	EL students/Never ELs	EL students <u>only</u>
<b>Instructional Time:</b>	<b>Instructional Time:</b>	<b>Instructional Time:</b>	<b>Instructional Time:</b>	<b>Instructional Time:</b>
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
<b>Required Courses:</b>	<b>Required Courses:</b>	<b>Required Courses:</b>	<b>Required Courses:</b>	<b>Required Courses:</b>
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 <b>and one</b> hour of ESL. <b>Optional and/or Additional Courses:</b> 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. <b>Optional and/or Additional Courses:</b> 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. <b>Optional and/or Additional Courses:</b> 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. <b>Optional and/or Additional Courses:</b> May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts).
<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>
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**

Desert Trail 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**

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

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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](mailto:icela.pelayo@state.nm.us), Dr. Elisabeth Valenzuela [elisabeth.valenzuel@state.nm.us](mailto:elisabeth.valenzuel@state.nm.us), Kirsi Laine at [kirsi.laine@state.nm.us](mailto:kirsi.laine@state.nm.us), or Sherri Green at [sherrit.green@state.nm.us](mailto: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

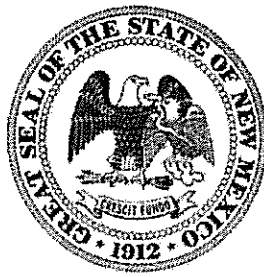
(3) provide technical assistance to the school and district.

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)**

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

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

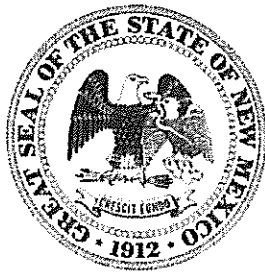
<b>Superintendent:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Efren Yturalde			eyturalde@gisd.k12.nm.us	575-882-6200
<b>Finance Manager:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Steve Suggs			ssuggs@gisd.k12.nm.us	575-882-6241
<b>Bilingual Director:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
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**

<b>Signature:</b>	<b>Date:</b>

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)**

<b>District Name:</b> Gadsden Independent School District	<b>School Name:</b> Desert Trail School	
<b>Instructional Program Model</b>	<b>Instructional Hour(s)</b>	<b>School Projection</b>
Dual Language	3 hour program	545
Maintenance		
Heritage		
Enrichment		
Transitional		
<b>Total Bilingual Students in All Program Models</b>		<b>545</b>

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

<b>Principal:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Lucy Fischer	<i>Lucy Fischer</i>	4-28-15	lfischer@gisd.k12.nm.us	575-882-2242
<b>Parent Advisory Committee (PAC) Representative:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Julia Eliserio	<i>Julia Eliserio</i>	4/28/15	juliaeliserio@gmail.com	(915) 521-0317
<b>Bilingual Director:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Susan Yturralde	<i>S. Yturralde</i>	4/28/15	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 XXX

### ***What were the strengths of your bilingual program?***

Last school year our campus started a Bilingual Goal Team. The goal of the team was to have a forum to discuss issues that arise with the ELL population and find solutions. As the year progressed, scheduling of the Imagine Learning and the issue of additional computers were discussed. These issues were partially resolved with the After School Imagine Learning program for some of the students. PARCC testing became an issue as the students could not go into the computer lab when the tests were going on. The Bilingual Goal Team helped guide a decision to purchase laptop computers for the 2015-2016 school year.

Secondly, a major goal was to increase communication efforts and send home materials in English and Spanish. We are grateful to our committee who selected an Assistant Principal who is fully bilingual and is able to edit and send out information for the campus. It has helped with the timeliness of items that we distribute.

### ***What were the challenges of your bilingual program?***

The Dual Language program testing (DRA / EDL) DIBLES / IDEL testing takes a lot of time. The discussion between teachers helped with the management of all of the testing. When a dual language program has fidelity, both the English and the Spanish testing is important because it is important to see how all students have progressed in their non-dominant language. This creates a need to test all students at all benchmark times of the year. While testing is important, teachers feel it takes time from the teaching. The Bilingual Goal Team provided teachers with time to share how they accomplish each benchmark testing time and maintain the fidelity of the 50/50 teaching model.

The number of students in each classrooms has made testing to change reading levels a slower process than we would like it to be.

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

Desert Trail has just become a closed campus, with no more students enrolling in our school until the new school opens in 2016. The district has also allocated 3 more employees for the next year to help us with our large sections.

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

All funding at our campus is for all programs, not separated by Dual Language and Non-Participating classes. When making purchases for paper and other materials, the campus has open stock so that equity is ensured.

As a Dual Language school funds are for all students and we take time to ensure all programs are funded equitably. EPSS goals are discussed annually, and SLRT meetings are held to ensure the needs of all student groups are discussed and met. The review team looks at all data and discusses any student who does not meet the goal. Fidelity to the Dual Language program is ensured through weekly walk through visits in each grade level classroom except for testing weeks.

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION**

2015–2016

**III. SCHOOL PROGRAM INFORMATION**

<b>School Site: Desert Trail School</b>				
<b>SMART Goals: <u>S</u>pecific, <u>M</u>easureable, <u>A</u>greed-upon, <u>R</u>ealistic, <u>T</u>ime-Based</b>				
<b>A. School Goals of the Bilingual Multicultural Education Program Model</b>				
<b>Goal 1: English Proficiency (To include students making progress in learning English, and attaining English proficiency-ACCESS for ELLs© Data)</b>				
<p><b>a) What are the trends in your ACCESS for ELLs© Data?</b> Our ACCESS data shows a greater percentage of students attaining Fluent English Proficiency Status each year as compared to the prior year. As student numbers go down as the grade level goes up, the percentages become smaller. This trend is expected, but the overall expectation is to have 14% or more of our ELL population FEP this school year.</p>				
<p><b>b) Based on the ACCESS for ELLs© data trends, what is the projected growth you expect EL students to make with current data?</b> We anticipate 14% of our ELL students will FEP this school year.</p>				
<b>c) What action steps and/or activities will you implement to meet the growth stated above?</b>				
Detailed description of proposed action steps/ activities to reach goals	Timeline	Responsibility	Participants	Funding Amount
Imagine Learning will be provided to all ELL students for at least 20 minutes each school day.	2015-2016 school year	Administration and Teachers	All ELL students	
NMELD / A+RISE /GLADD strategies will continue to be used in all classrooms to help students with vocabulary development. Staff Development will be provided as necessary.	2015-2016 school year	Administration of Desert Trail	All Teachers	
SLRT (Student Language Review Team) training will be provided for all new teachers to the building. In addition, the New Teacher Support Group that is available at Desert Trail will provide a peer colleague approach to helping the teachers new to the SLRT meetings a chance to review the requirements and to ask questions.	2015-2016 school year	Administration of Desert Trail	New Teachers and those who wish a refresher session	



**Goal 2: Home Language Proficiency**

**a) What are the trends in the program’s Target (home/heritage) Language Proficiency data?** Desert Trail has a Dual language program inclusive of ELL, former ELL and Never ELL students. Of the 74 student tested, 43 were marked as attaining proficiency in Spanish.

**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?** The 12% or more is a number that all Dual Language students who have not met the requirements as a student who is fluent in Spanish is expected.

**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
Fidelity to the Dual Language program will be maintained and monitored. The administrative staff will conduct walk through visits each week in each classroom (excluding testing weeks) and will document fidelity to the Dual Language program.	2015-2016 School Year	All Dual Language Teachers and Administrative staff	All Dual Language teachers and students	
A bilingually endorsed or a TESOL endorsed teacher will be placed in each component of the Dual Language classrooms to ensure the strategies for ELL students are used to maximize their learning	2015-2016 School Year	Administration and Human Resources at central office	All teachers who have bilingual students in their academic programs will be TESOL endorsed, be in the process of attaining the endorsement, or be bilingually endorsed	
Block training will be placed into the master schedule to ensure that all teachers can plan and discuss the needs of the grade level so that any challenges that are faced can be met and successfully dealt with timely.	2015-2016 School Year	Administration making the Master Schedule	All teachers, and the campus instructional coach	
K-6 DL Students will participate in Imagine Learning Español	2015-2016 School Year	Administration	Kindergarten and 1 <sup>st</sup> Grade ELL students	

<b>Goal 3: Academic Achievement in Reading</b>				
<b>a) What are the trends in your reading Standards-based Assessment/short-cycle data?</b> The students who have achieved FEP status have surpassed their counterparts who were not Limited English proficient.				
<b>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?</b> This year our goal is to increase ELL student scores from 53% to 65%.				
<b>c) What action steps and/or activities will you implement to meet the growth stated above?</b>				
<b>Detailed description of proposed action steps/ activities to reach goals</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Participants</b>	<b>Funding Amount</b>
The PDP process (Professional Development Process) will continue to be used to analyze data, share data, and set goals for the campus, the teachers, and the school. These are reviewed annually and student growth and program effectiveness is discussed.	Each week our teachers receive Professional Development in Block training. This data is kept and used to make decisions. 2015-2016	All teachers, All administrators, and the campus Instructional Coach	All teachers	
On the first day back with students, all teachers will have the data for their class to include the short cycle assessment data, the ACCESS data and the Reading data.	July, 2015	Administration	All teachers will receive copies on their first day back at work.	

<b>B. Parent and Community Involvement: Activities, Detailed Description of Proposed Activities, Timeline, Person(s) Involved</b>				
<b>Detailed Description of Proposed Activities to Reach Goals</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Participants</b>	<b>Funding Amount</b>
The Professional Development process will have a component to each teacher's plan that will address parental involvement.	PDP plans turned in during the Fall and Spring semesters	Teachers and administrators	Teachers required to turn in PDPs.	
The Bilingual Goal Team will continue to meet and make parental communication increases an priority so that our end of the year School Effectiveness Surveys show that parents feel like they are communicated with and	Meetings to be held at least 3 times per school year.	Administration and teachers from each grade level on the Bilingual Goal Team	Bilingual Goal Team members	

are an important part of the education of their children.				
Continue to document our efforts to have parents involved in the coffee with the Principal meetings held monthly (except testing months) to allow for parent input and to advise parents of activities and programs. The review of NMSBA/ PARCC and ACCESS data will be a topic covered at the beginning of each school year	Monthly meetings held unless there are holidays and / or State testing	Administration	Administration and 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 students who have achieved FEP status have surpassed their counterparts who were not Limited English proficient.

**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?**

Our goal is for our ELL students to raise scores from 60% to more than 60%.

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

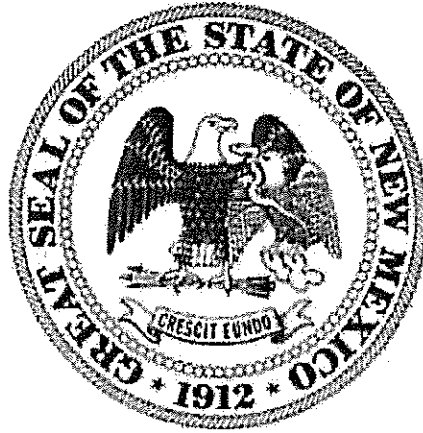
Detailed description of proposed action steps/ activities to reach goals	Timeline	Responsibility	Participants	Funding Amount
A Math Bee was organized this school year and will continue through next year. The expectation of the bee is that all students will be able to either spell, define or explain the Math CCSS vocabulary for that grade level. Prizes are awarded for each of the grade level pairs (Kinder, 1-2, 3-4, 5-6)	Words given the first week of school, the bee held in February for 1-6, and in May for Kinder	Math Goal Team and administration	All students	Prizes are donations
A Math / Science Day is held at the end of the school year in lieu of field trips. The teachers organize a day of hands-on activities for a day (some grade levels require 2 days) to give real-life experiences to Math and Science concepts.	Organized throughout the year to be held in May	Grade Levels, Math and Science Goal Team, Administration	All students	\$600 per grade level is spent on materials
Intervention is provided, in English and in Spanish, for those students who are in need of assistance. The schedule provides for the time to be given to those students during the school day.	2015-2016	Administration	All students requiring Math intervention	

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

<b>Detailed Description of Proposed Activities to Reach Goals</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Participants</b>	<b>Funding Amount</b>
The Math Bee is an event that requires help. Parents are given the words at the beginning of the school year and are requested for assistance for organizational functions.	2015-2016 school year	Math and Science Goal Team, Administration	Parents wishing to help, all parents are given Math Bee pamphlets	
Math and Science Day requires much supervision. Parents who have a Math and Science background are asked to come and assist.	2015-2016 school year	Math and Science Goal Team, Administration	All students, parents volunteering to help	

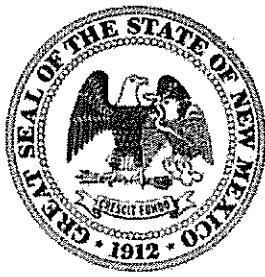
APPENDIX A: Summary of Bilingual Education Program Models Bilingual Education/Title III

<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>				
<b>Dual Language Immersion</b>	<b>Maintenance</b>	<b>Enrichment</b>	<b>Heritage</b>	<b>Transitional</b>
EL/Exited ELs/Never ELs	EL students/Exited ELs	EL students/Never ELs	EL students/Never ELs	EL students <u>only</u>
<b>Instructional Time:</b>	<b>Instructional Time:</b>	<b>Instructional Time:</b>	<b>Instructional Time:</b>	<b>Instructional Time:</b>
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
<b>Required Courses:</b>	<b>Required Courses:</b>	<b>Required Courses:</b>	<b>Required Courses:</b>	<b>Required Courses:</b>
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 <b>and one</b> hour of ESL. <b>Optional and/or Additional Courses:</b> 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. <b>Optional and/or Additional Courses:</b> 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. <b>Optional and/or Additional Courses:</b> 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. <b>Optional and/or Additional Courses:</b> May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts).
<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>
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**

Desert View 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](mailto:icela.pelayo@state.nm.us), Dr. Elisabeth Valenzuela [elisabeth.valenzuel@state.nm.us](mailto:elisabeth.valenzuel@state.nm.us), Kirsi Laine at [kirsi.laine@state.nm.us](mailto:kirsi.laine@state.nm.us), or Sherri Green at [sherrit.green@state.nm.us](mailto: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

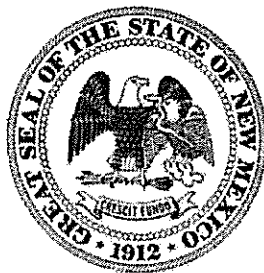
(3) provide technical assistance to the school and district.

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)

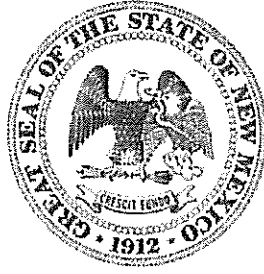
<b>District Name:</b> Gadsden Independent School District					
Instructional Program Model	Instructional Hour(s)	Never EL (0)	EL (1)	Exited EL (≥2)	District Projection (Number of Students)
<b>Dual Language</b> (0,1, and ≥ 2)	3 Hour	500	1777	420	2697
<b>Maintenance</b> (1 and ≥ 2)					
<b>Heritage</b> (0,1, and ≥ 2)					
<b>Enrichment</b> (0, and ≥ 2)					
<b>Transitional</b> (1 only)	2 and 3 Hours		1174		1174
<b>Total Students in Each Instructional Program Model</b>					<b>3871</b>
<p>Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day  <i>Keys for Language Status: 0= Never EL; 1- Current EL; ≥2= EL Exit Year 1 and above</i></p>					
<b>Superintendent:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>	
Efren Yturalde			<a href="mailto:eyturalde@gisd.k12.nm.us">eyturalde@gisd.k12.nm.us</a>	575-882-6200	
<b>Finance Manager:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>	
Steve Suggs			<a href="mailto:ssuggs@gisd.k12.nm.us">ssuggs@gisd.k12.nm.us</a>	575-882-6241	
<b>Bilingual Director:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>	
Susan Yturalde			<a href="mailto:syturalde@gisd.k12.nm.us">sytturalde@gisd.k12.nm.us</a>	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

<b>Signature:</b>	<b>Date:</b>

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)**

<b>District Name:</b> Gadsden Independent School District	<b>School Name:</b> Desert View School	
<b>Instructional Program Model</b>	<b>Instructional Hour(s)</b>	<b>School Projection</b>
Dual Language		
Maintenance		
Heritage		
Enrichment		
Transitional	3 hour program	189
<b>Total Bilingual Students in All Program Models</b>		<b>189</b>

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

<b>Principal:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Jorge Araujo	<i>Jorge Araujo</i>	4-28-15	jaraujo@gisd.k12.nm.us	575-589-1180
<b>Parent Advisory Committee (PAC) Representative:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Crystal Mirano	<i>Crystal Mirano</i>	4-28-15	None	915-422-1981
<b>Bilingual Director:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Susan Yturralde	<i>Susan Yturralde</i>	4-28-15	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?***

The bilingual program here at Desert View continues to have strong teachers who dominate the Spanish and English language. The transition program continues to be equipped with new technology that is in the vernacular. Students have access to the Imagine Learning computer program in Spanish and English. Teachers have met throughout the school year across grade levels to discuss innovations to bilingualism.

***What were the challenges of your bilingual program?***

Our schools' bilingual program faces a few challenges, including lack of curriculum in the vernacular. It also faces the challenge of not having the class sections that accommodate the needs of student language classifications. The school continues to have only one bilingual teacher teaching a multiage/ multi-grade classroom of 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup>. This continues to be a challenge, since new students that come to our school with no English at all, still have to be place in that one multiage/multi-grade classroom scenario.

***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/PARCC. This includes lesson plans with differentiated instruction, and identification of lowest quartile to be documented through a Tier 1 document. Bilingual students continue to be 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. The students 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 determined by the bilingual teacher or specialist. The students have with fidelity used the computer based program (which can be accessed from home) of First in Math.

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

Desert View continues to meet 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). Funds for these resources are distributed through proposals to the district.

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION**

2015–2016

**III. SCHOOL PROGRAM INFORMATION**

<b>School Site: Desert View School</b>				
<b>SMART Goals: <u>S</u>pecific, <u>M</u>easurable, <u>A</u>greed-upon, <u>R</u>ealistic, <u>T</u>ime-Based</b>				
<b>A. School Goals of the Bilingual Multicultural Education Program Model</b>				
<b>Goal 1: English Proficiency (To include students making progress in learning English, and attaining English proficiency-ACCESS for ELLs© Data)</b>				
<p><b>a) What are the trends in your ACCESS for ELLs© Data?</b> Desert View fell short 3 percentage points on making progress in English. However, the school did maintain its 13%, from the previous year, in attaining proficiency in English, which is the percentage of students scoring a level 5 or 6 on the ACCESS that is 2 percentage points higher than the SMART goal required. The school tested 291 students in comparison to 264 the previous school year. The school will continue to provide appropriate accommodations in both instructions and in testing for ELL students.</p>				
<p><b>b) Based on the ACCESS for ELLs© data trends, what is the projected growth you expect EL students to make with current data?</b> Desert View will regain its previous progress trend in English through ACCESS for ELL’s (291 testers) by increasing ACCESS scores from 46% to 52%.</p>				
<b>c) What action steps and/or activities will you implement to meet the growth stated above?</b>				
<b>Detailed description of proposed action steps/ activities to reach goals</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Participants</b>	<b>Funding Amount</b>
Provide a Bilingual Multicultural education program for ELL students.	On-Going	Bilingual Multicultural Department and School Administration	ELL students, Bilingual Certified Teachers (K-6 <sup>th</sup> ), School Administrators, and Bilingual Multicultural Department	
Use K-6 <sup>th</sup> Language Arts Teachers who are fully endorsed in TESOL or Bilingual Education to teach ELL students.	August 2015-May 2016	Personnel Office, School Administration	Teachers K-6th	
Develop Imagine Learning schedules providing teachers with consistent time, for their students in computer labs, to implement the program with fidelity.	Fall 2015-Spring 2016	Comp. Lab Teach. K-6 <sup>th</sup> Teachers	K-6 <sup>th</sup> ELL Students	

**Goal 2: Home Language Proficiency**

**a) What are the trends in the program’s Target (home/heritage) Language Proficiency data?** While no SMART 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. Desert View supports 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?** Desert View 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.

**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 opportunities for students and parents to be involved in student’s progress and teacher discussions through the development of an Academic Improvement Plan (AIP).	September-February 2015-2016	Teachers K-6th	Teachers K-6 <sup>th</sup> , Parents, Students	
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 Administration	Teachers K-6 <sup>th</sup>	
Use of the Imagine Learning En Español Program for K-1 <sup>st</sup> students in bilingual education classes	Fall 2015-Spring 2016	Comp. Lab Teach. K-1 <sup>st</sup> Bil. Teachers	k-1 <sup>st</sup> Students	



**Goal 3: Academic Achievement in Reading**

**a) What are the trends in your reading Standards-based Assessment/short-cycle data?** ELL students, in grades 3<sup>rd</sup> through 6<sup>th</sup>, scoring proficient in reading has continued to increase as measured by the SBA. Last year Desert View students met SBA standards by obtaining a 62% SGT in Reading, surpassing expectations by a 1 percentage point. In addition, our students got a National Title Award for decreasing the gap by lowest quartile advancement.

**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 in grades 3<sup>rd</sup> through 6<sup>th</sup> scoring proficient or above in reading will increase to the state target goal of 65.3. Students in the lowest and highest quartiles will continue to show progress. ELL Students will be provided appropriate accommodations in both instruction and in testing in an effort to support their progress.

**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 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 literacy for ELL students, including the ACCESS scores.	On-Going	Administration, Teachers	Administration, Teachers, Specialists	
Align common core state standards in literacy to the Lucy Calkins Units of study for reader's workshop and writer's workshop in the home and second language through planning, training and follow through by monitoring of daily schedules, lesson plans, observations and walkthroughs.	On-Going	Instructional Coach, Administration	Instructional Coach, K-6 <sup>th</sup> Teachers	

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

<b>Detailed Description of Proposed Activities to Reach Goals</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Participants</b>	<b>Funding Amount</b>
Regularly notify parents regarding student placement in programs through letters, phone messaging, websites, parent conferences and transitional meetings.	By Semester	Bilingual Committee	Administration, Teachers, Parents, Counselors	
Communicate with parents and community in both English and Spanish when needed.	Daily	Administration	Administrators, Teachers, Counselors	
Provide access to school facilities and equipment to parents and community members through use of library, computer lab, cafeteria, gym, and classrooms	Daily	Administration	Administration, Librarian, Computer Tech Instructor, Parents, School Social Workers, Counselors	
Provide access to community services for parents such as transportation and social services. (As in Parent Advisory Council Meetings)	As Needed, On-Going	Title I, Special Education Department	School Social Workers, Counselors, 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?** In 2014 the SGT was 50% and Desert View obtained an 80%, surpassing expectations by 30 percentage points. Then in 2015, the SGT was 55%, however, our school obtained a 78%, surpassing expectations by 23 percentage points. For two years in a row now, Desert View has consistently demonstrated a higher attainment than the given SGT.

**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?** The projected growth for Desert View is to continue surpassing the SGT by at least 10 percentage points. (This school year the SBA has changed to the PARCC.)

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

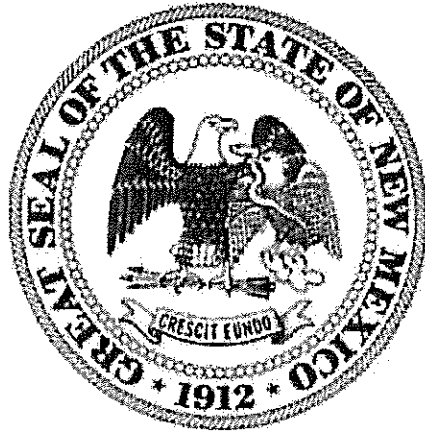
Detailed description of proposed action steps/ activities to reach goals	Timeline	Responsibility	Participants	Funding Amount
The school will continue to use the First in Math online program with all students.	On-Going	Teachers K-6 <sup>th</sup> , Parents, Administration	Students, Teachers K-6 <sup>th</sup> , Parents, Administration	
The school will continue to implement with fidelity the envision math program.	On-Going	Teachers K-6 <sup>th</sup> , Administration	Students, 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.	On-Going	Instructional Coach, Administration	All K-6 and special education teachers	

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

<b>Detailed Description of Proposed Activities to Reach Goals</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Participants</b>	<b>Funding Amount</b>
The school will continue to implement the winter math festival.	Fall 2016	Teachers, Administration	Teachers, Administration, Parents and students of the community	
Provide access to community services for parents such as transportation and social services. (As in Parent Advisory Council Meetings)	As Needed, On-Going	Title I, Special Education Department	School Social Workers, Counselors, Parents	
Communicate with parents and community in both English and Spanish as needed.	On-Going	Teachers, Administration	Administration, Teachers, Parents community	

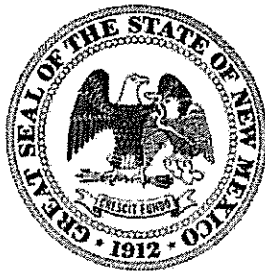
APPENDIX A: Summary of Bilingual Education Program Models Bilingual Education/Title III

<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>				
<b>Dual Language Immersion</b>	<b>Maintenance</b>	<b>Enrichment</b>	<b>Heritage</b>	<b>Transitional</b>
EL/Exited ELs/Never ELs	EL students/Exited ELs	EL students/Never ELs	EL students/Never ELs	EL students <u>only</u>
<b>Instructional Time:</b>	<b>Instructional Time:</b>	<b>Instructional Time:</b>	<b>Instructional Time:</b>	<b>Instructional Time:</b>
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
<b>Required Courses:</b>	<b>Required Courses:</b>	<b>Required Courses:</b>	<b>Required Courses:</b>	<b>Required Courses:</b>
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 <b>and one</b> hour of ESL. <b>Optional and/or Additional Courses:</b> 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. <b>Optional and/or Additional Courses:</b> 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. <b>Optional and/or Additional Courses:</b> 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. <b>Optional and/or Additional Courses:</b> May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts).
<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>
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 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](mailto:icela.pelayo@state.nm.us), Dr. Elisabeth Valenzuela [elisabeth.valenzuel@state.nm.us](mailto:elisabeth.valenzuel@state.nm.us), Kirsi Laine at [kirsi.laine@state.nm.us](mailto:kirsi.laine@state.nm.us), or Sherri Green at [sherrit.green@state.nm.us](mailto: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

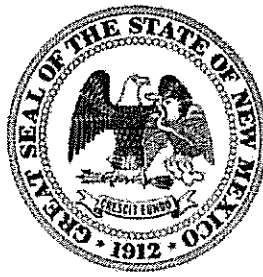
(3) provide technical assistance to the school and district.

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)**

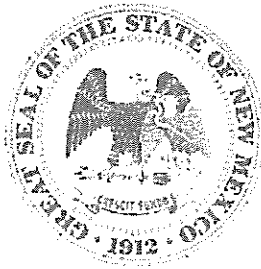
<b>District Name:</b> Gadsden Independent School District					
<b>Instructional Program Model</b>	<b>Instructional Hour(s)</b>	<b>Never EL (0)</b>	<b>EL (1)</b>	<b>Exited EL (≥2)</b>	<b>District Projection (Number of Students)</b>
<b>Dual Language</b> (0,1, and ≥ 2)	3 Hour	500	1777	420	2697
<b>Maintenance</b> (1 and ≥ 2)					
<b>Heritage</b> (0,1, and ≥ 2)					
<b>Enrichment</b> (0, and ≥ 2)					
<b>Transitional</b> (1 only)	2 and 3 Hours		1174		1174
<b>Total Students in Each Instructional Program Model</b>					<b>3871</b>
<p align="center">Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day  <i>Keys for Language Status: 0= Never EL; 1- Current EL; ≥2= EL Exit Year 1 and above</i></p>					
<b>Superintendent:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>	
Efren Yturalde			<a href="mailto:eyturalde@gisd.k12.nm.us">eyturalde@gisd.k12.nm.us</a>	575-882-6200	
<b>Finance Manager:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>	
Steve Suggs			<a href="mailto:ssuggs@gisd.k12.nm.us">ssuggs@gisd.k12.nm.us</a>	575-882-6241	
<b>Bilingual Director:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>	
Susan Yturalde			<a href="mailto:syturalde@gisd.k12.nm.us">sytturalde@gisd.k12.nm.us</a>	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**

<b>Signature:</b>	<b>Date:</b>

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)**

<b>District Name:</b> Gadsden Independent School District		<b>School Name:</b> Gadsden Elementary School	
<b>Instructional Program Model</b>	<b>Instructional Hour(s)</b>	<b>School Projection</b>	
Dual Language			
Maintenance			
Heritage			
Enrichment			
Transitional	3 hour program	70	
<b>Total Bilingual Students in All Program Models</b>		<b>70</b>	

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

<b>Principal:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Grace Marquez	<i>Grace Marquez</i>	04-28-15	gmarquez@gisd.k12.nm.us	575-882-3050
<b>Parent Advisory Committee (PAC) Representative:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Jessica Mendez	<i>Jessica Mendez</i>	04-28-2015		575-882-3050
<b>Bilingual Director:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
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 \_\_\_\_\_

### ***What were the strengths of your bilingual program?***

*The strengths of our bilingual program are the consistent implementation of our transitional bilingual model used to transition our ELL students. Students were also provided Leveled Literacy Intervention by a certified teacher. In addition, teachers provided differentiated instruction within the core curriculum classes.*

### ***What were the challenges of your bilingual program?***

*The challenge of our bilingual program is students entering our school who are not proficient in either English or Spanish. This adds a hardship to our teachers who need extra time to build their proficiency.*

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

*The district has provided the school with the computer-based Imagine Learning program. The school has provided an appropriate schedule to ensure all students have ample time to participate in the program. The students will also be assigned to Leveled Literacy Intervention in Literacy which will assist students in phonics and decoding in reading. Our students will be monitored by the EDL progress monitoring on the 30<sup>th</sup> of each month to determine the progress in reading levels. Principal, Instructional Coach and teacher will meet to discuss students' progress and next steps. In addition, the school will ensure the implementation of the Amplified English Language Development WIDA standards and receive professional development on best practices to implement these standards.*

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

*Principal and Gadsden Elementary Goal Team Leaders will ensure that the funds are aligned so that state program's goals are met by reviewing the students' monthly growth reports that are provided by the intervention teachers. The intervention programs for the bilingual students are Leveled Literacy Intervention and Imagine Learning, the computer based program. Through Imagine Learning en Espanol the students will be monitored and analyzed for growth. Monthly reports will be generated and shared with Principal, Instructional Coach and teacher. Based on results next step interventions will be determined through Tier 1.*

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION**

2015–2016

**III. SCHOOL PROGRAM INFORMATION**

**School Site: Anthony Elementary School**

**SMART Goals: Specific, Measureable, Agreed-upon, Realistic, Time-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?**  
*Trends in the ACCESS for ELL student data show an increased number of students scoring proficient, and our students exceeded the 2014-2015 target of 50% in AMAO 1 by scoring 57%. On AMAO2 our target was 11% and we exceeded it by scoring 16%. In our AMAO 3 our target was 65.3% and we scored 50% in Reading and in Math our goal was 50% and we scored 47% this is an area we continue to focus on.*

**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 to meet AMAO 1 in 2015-2016 by maintaining our trend, this year 2014-2015 we exceeded the goal by 7 percentage points. We also project to meet AMAO 2 since we did exceed the 10% goal by 6 percentage points in 2014-2015. Our challenge will be AMAO3 in reading to meet 65.3% SGT and 60% SGT in math, which we did not meet at 50% in reading and 47% in math. Our projected growth in reading is 15 percentage points and math in our projected growth is 13 percentage points.*

**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 will participate on a daily basis in the computer based Imagine Learning program	30 minutes daily	Leveled Literacy Intervention teacher	K-6	
Strategies aligned with the Amplified WIDA Language Standards	Ongoing	All teachers	K-6	
Leveled Literacy Intervention for bilingual students after screening or teacher recommendation	45 minutes daily	Leveled Literacy Intervention Teacher	K-6	
SWELL Program (SWELL is a web-based software program which: <ul style="list-style-type: none"> <li>Offers Spanish speaking English-language learners the opportunity to learn the structure, strategy and apply the strategy in reading, science, social science, and current events in texts</li> <li>Integrates interactive tutors, practice examples, feedback from the interactive tutor, and more</li> </ul>	Weekly in the Fall semester	Bilingual teachers	Grades 3-6 bilingual students	

<ul style="list-style-type: none"> <li>• Connects reading to their classroom learning in all subjects</li> <li>• Supports individual learning for each student at their own pace</li> <li>• Incorporates the Pennsylvania and Texas standards for reading and language arts</li> </ul>				

**Goal 2: Home Language Proficiency**

**a) What are the trends in the program’s Target (home/heritage) Language Proficiency data?**  
*The trends in the Home Language Proficiency data show 6 students were assessed and 1 student scored a 5 in the Amplia Habilidad. This shows one student was proficient in their Home Language, although the sample is too small to assess a trend.*

**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?**  
*Based on the proficiency data, we will develop a sequential curriculum across all grades that will align to Amplified WIDA English Language Standards. Our target is all students to score a 5 in their Home Language Proficiency Assessment.*

**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 imagine learning en Español.	Ongoing	All teachers/ Instructional coach	K-1	
Instructional Coach will guide teachers in the implementation of Balanced Literacy approaches.	Ongoing	All teachers/ Instructional coach	K-6	

**Goal 3: Academic Achievement in Reading**

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

*The trend in our reading Standards Based Assessment was 50% proficient. Our target 65.3% proficiency. Our goal is to increase by 15 percentage points.*

**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?**

*Based on the reading data trends, the projected growth is 15 percentage points.*

**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
Differentiated instruction to target language standards	Ongoing	All teachers/ Instructional coach	K/6	
Use of cooperative groups to increase language proficiency.	Ongoing	All teachers/ Instructional coach	K/6	
Use of a variety of graphic organizers with partners	Ongoing	All teachers/ Instructional coach	K/6	

**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
During Reading Night, Writing Night, and parents will be familiarized with the district's curriculum and strategies to help their children build the students fluency and comprehension skills in Spanish	Twice a semester	Principal Goal team Leaders.	K-6	
Monthly meetings tailored to focus on building parent awareness of reading strategies to use at home for our bilingual students.	Monthly	Principal, Counselor	K-6 parents.	
PTO parents volunteer on a daily basis to assist in any work that might be needed for the students.	daily	PTO parents	K-6 parents	
PAC/coffee with the principal	Monthly	Principal	Principal, instructional coach, 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 trends in our math Standards Based Assessment was 47% proficient. Our target was 60% proficient.

**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 the Standards Based Assessment data trends our projected growth, which we expect all students in the program to make is 13 percentage points growth.*

**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
Differentiated instruction to target math language standards	ongoing	All teachers	K-6	
Use of cooperative groups to increase math language proficiency.	ongoing	All teachers	K-6	
Math Navigator Intervention for bilingual students after screening or teacher recommendation	30 minutes daily	Math Navigator Intervention teacher	2-6	

**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
During Math Night parents will be familiarized with the district's curriculum and strategies to help their children build the students fluency and comprehension skills in Spanish	Twice a semester	Principal Goal team Leaders	K-6	
Monthly meetings tailored to focus on building parent awareness of math strategies to use at home for our bilingual students.	Monthly	Principal, Counselor	K-6	
PTO parents volunteer on a daily basis to assist in any work that might be needed for the students.	Daily	PTO parents	K-6	
PAC/coffee with the principal	Monthly	Principal	Principal, instructional coach, 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>				
<b>Dual Language Immersion</b>	<b>Maintenance</b>	<b>Enrichment</b>	<b>Heritage</b>	<b>Transitional</b>
EL/Exited ELs/Never ELs	EL students/Exited ELs	EL students/Never ELs	EL students/Never ELs	EL students <u>only</u>
<b>Instructional Time:</b>	<b>Instructional Time:</b>	<b>Instructional Time:</b>	<b>Instructional Time:</b>	<b>Instructional Time:</b>
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
<b>Required Courses:</b>	<b>Required Courses:</b>	<b>Required Courses:</b>	<b>Required Courses:</b>	<b>Required Courses:</b>
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 <b>and one</b> hour of ESL. <b>Optional and/or Additional Courses:</b> 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. <b>Optional and/or Additional Courses:</b> 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. <b>Optional and/or Additional Courses:</b> 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. <b>Optional and/or Additional Courses:</b> May have one additional hour of target (home/heritage) language in a content area (Math, Social Studies, science, or Fine Arts).
<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>
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.