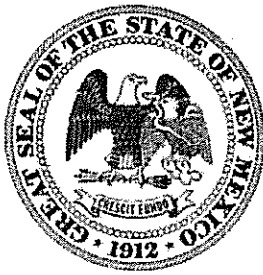


**State Bilingual Multicultural Education  
PROGRAM AND FUNDING APPLICATION  
for**

Santa Teresa 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

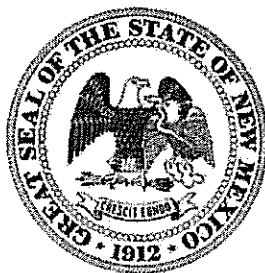
(3) provide technical assistance to the school and district.

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)**

<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 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> Santa Teresa 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	34	
<b>Total Bilingual Students in All Program Models</b>		<b>34</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>
Nicholas Wohlgemuth	<i>Nicholas Wohlgemuth</i>	4/28/15	nwohlgemuth@gisd.k12.nm.us	575-589-5300
<b>Parent Advisory Committee (PAC) Representative:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
	<i>Norma Ortiz</i> Norma Ortiz	4/28/15	ortiz_9@netzero.net	(575) 589-5414
<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 X \_\_\_\_\_

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

The strengths of our bilingual program can be attributed for the most part to the training and/or staff development that our teachers receive. All of our teachers are required to be TESOL endorsed and we encourage our teachers to become bilingual certified. The District and campus level administration provide staff development to address the many learning styles of our students to include ELL learners throughout the year both on and off campus. Our Instructional Coach reviews our campus data and plans accordingly for campus training to reinforce campus initiatives or to introduce initiatives that may improve overall campus scores.

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

English Language Acquisition is the major challenge of any bilingual program. The time it takes the average student to make the strides necessary for success and to stay current with their graduation cohort is difficult to achieve. Students receive Home language Arts instruction during their first years on campus and this type of scheduling can lead to delay in acquiring the required credits needed for graduation.

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

As a campus, we did not meet AMAO 1 making Progress for the first time in 4 years: We missed the state goal of 49% by 1; we met AMAO 2 attaining Proficiency with a 32% compared to the state 11%. We also missed AMAO 3 Achievement Proficiency of ELL Students in Reading and Math; R=36% with state goal of 61% and M=34% with state goal of 55%. As a campus, we have set our target for making progress for AMAO 1 at 50%+; 26%+ for AMAO 2 and AMAO 3 Reading 50%+ ; Math 50%+.

**Goal #1** English Proficiency will continue to be emphasized and strategies to improve will also be implemented by teachers in all disciplines. ESL/ELD classes will provide cross-content material that emphasizes research-based activities/projects that are based on Literary Design Collaborative (LDC) tasks and Project Based Learning (PBL) tasks which require students to read, analyze and comprehend written materials and then allows them to write cogent arguments, explanations or narratives. They will continue to use Best Practices, HSTW Campus Initiatives (Cornell Notes, Eyes on the Text, Marking the Text, ACE writing, Structured Vocabulary, etc.) this coupled with TESOL training and Language Academy training will ensure continued student success.

**Goal #2** Home Language Proficiency will continue to provide adequate amounts of appropriate instructional materials in the home language in classrooms, libraries and computer labs. Our teacher resource room will be maintained to keep content current. The campus schedule will continue to accommodate appropriate time for Home Language Arts instruction for each student for a minimum of 1 hour a day.

**Goal #3** Academic Achievement in Reading and Math are both areas we did not meet AMAO #3 in. Teachers will continue to implement research-based activities/projects based on LDC and PBL tasks which require students to read, analyze and comprehend materials that stress essential questions, themes, trends, concepts, vocabulary and promote positive student interactions and high performance expectations. Adequate and appropriate instructional materials in language other than English and at different levels (beginning, intermediate and advanced) will continue to be made available in the classroom and in the library. Extra academic support via tutoring in academic subjects as well as for language development will also continue to be made available.

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

Funding for programs currently in place, instructional materials, technology and other are based on the needs of the campus and availability of funds.



## III. SCHOOL PROGRAM INFORMATION

<b>School Site: Santa Teresa High 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>				
<b>a) What are the trends in your ACCESS for ELLs© Data?</b> We FEP on average 32% of our students each year and for the past 4 years have met or exceeded the state goal in this area. We missed the goal this year by only 1% and are confident the goal for the upcoming year will be met.				
<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> Projected growth in this goal is to meet or exceed the state goal of 50-52% something we feel is very attainable.				
<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>
Campus Initiatives: Marking the Text; Eyes on the Text; Cornell Notes; ACE writing; I-Books	August to May	Administration, Instructional Coach and Teachers	Students and Teachers	
LDC, MDC and PBL activities	August to May	Administration, Instructional Coach and Teachers	Students and Teachers	
Kagan strategies	August to May	Administration, Instructional Coach and Teachers	Students and Teachers	
Readers' and Writer's Workshops that are specific to ESL(PAL) students	August to May	Administration, Instructional Coach and Teachers	Students and Teachers and Parents	
English Language Literacy; Imagine Learning; Balanced Literacy: Read Aloud Shared Reading, word study and grammar.	August to May	Administration, Instructional Coach and Teachers	Students and Teachers and Parents	

**Goal 2: Home Language Proficiency**

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

The trends show PHLOTE students entering our school are proficient in Spanish. Non-proficient students are assessed annually and it is minimal.

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

We expect to continue with the same upward trend with 20% of students meeting the Intermediate Level and 80% meeting the Proficient Level.

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

Detailed description of proposed action steps/ activities to reach goals	Timeline	Responsibility	Participants	Funding Amount
Continue to provide adequate amounts of appropriate instructional materials in the home language, in classrooms, libraries and computer labs.	July to June	Campus and District Administration and Campus Teachers	Students, Parents and Teachers	
Use appropriately endorsed teachers to deliver instruction in the home language (i.e. Bilingual and TESOL endorsed).	July to June	Campus and District Administration and Campus Teachers	Students, Parents and Teachers	
Schedule students so that they can receive Home Language Arts instruction for a minimum of 1 hour per day	July to June	Campus and District Administration and Campus Teachers	Students, Parents and Teachers	
Ensure core area teachers are Bilingual endorsed and content endorsed	July to June	Campus and District Administration and Campus Teachers	Students, Parents and Teachers	

**Goal 3: Academic Achievement in Reading**

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

The campus SGT continues to fail to meet the state goal in Reading. Our data for the past 5 years shows marked improvement especially the last two years, but still not enough to meet the state goals.

**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?**

We definitely expect to see growth as last year; we dropped by 8 percentage points. We want to regain the 8 percentage points and increase by 15 percentage points or more for a total of 23 percentage points.

**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>
Campus will continue to emphasize cross content material via study of essential questions, themes, trends, concepts, vocabulary, positive interactions and high performance expectations.	August to May	Teachers, Administration and Instructional Coach	Students and Parents; Teachers and Administration	
Teachers will emphasize research-based activities/projects based on LDC, MDC and PBL teaching tasks which require students to read, analyze and comprehend written materials. This will lead them to write cogent arguments, explanations or narratives in the subjects they are studying.	August to May	Teachers, Administration and Instructional Coach	Students and Parents; Teachers and Administration	
ESL/ELD strategies and materials that cover cross-content materials in the language other than English at a variety of levels will be made available in classrooms, libraries and labs.	August to May	Teachers, Administration and Instructional Coach	Students and Parents; Teachers and Administration	
Vocabulary development will be emphasized through current campus initiatives: Marking the Text, Eyes on the Text, Word Walls, Word Meaning Families, etc.	August to May	Teachers, Administration and Instructional Coach	Students and Parents; Teachers and Administration	
Extra academic support in the form of tutoring and language development will continue to be emphasized to students	August to May	Teachers, Administration and Instructional Coach	Students and Parents; Teachers and Administration	

and parents. August to May				
Parents will continue to be notified of student progress via phone messenger, progress reports that go home every 4 weeks and 9 weeks to include FEP monitoring.	August to May	Teachers, Administration and Instructional Coach	Students and Parents; Teachers and Administration	
Parent will also be invited to participate in ICAT registration and other campus activities (Coffee with the Principal, SLRT, and Parent Conferences)	August to May	Teachers, Administration and Instructional Coach	Students and Parents; Teachers and Administration	

**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>
STHS Fine Arts Winter and Spring Extravaganza	Annual Event	Parental Involvement Goal Team and Fine Arts Responsibility	Parents, Students, Faculty, Staff and Community Members	
Performances by Band, Choir, Cheerleaders and Drama. Events promoted by phone messenger, teacher announcement, and web page calendar. Parent Portal in Power School. Incentives for largest participation per class level during ICAT and Parent Conferences	Annual Event	Parental Involvement and Student Incentives Goal Teams	Parents, Students, Faculty, Staff and Community Members	
Child Care during Parent and ICAT Conferences	Fall and Spring	Parental Involvement and Student Incentives Goal Teams	Parents, Students, Faculty, Staff and Community Members	
Provide access to community services for parents as well as students, such as health clinic, transportation, social work, access to school facilities and equipment to parents and community members, such as: computer labs,	Weekly	Parental Involvement Goal Teams	Parents, Students, Faculty, Staff and Community Members	

gymnasium, library, etc.				
Monthly Coffee with the Principal	Monthly		Parents, Students, Faculty, Staff and 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?**

**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

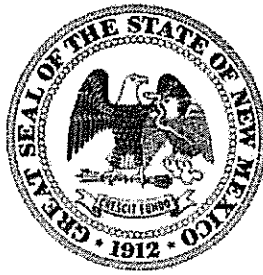
<p>A program model is the method (and services) the district will use to ensure that all students placed in bilingual multicultural education programs receive proper instruction. The model serves as the foundation for determination of the number of hours a student is placed in. There are five program 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**

Santa Teresa Middle School
Gadsden Independent School District
<b>2015–2016 School Year</b>





**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

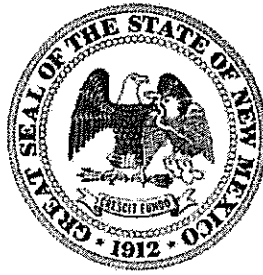
(3) provide technical assistance to the school and district.

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>

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*

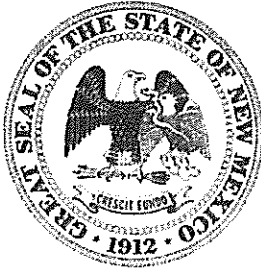
<b>Superintendent:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Efren Yturralde			eyturralde@gisd.k12.nm.us	575-882-6200
<b>Finance Manager:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Steve Suggs			ssuggs@gisd.k12.nm.us	575-882-6241
<b>Bilingual Director:</b>	<b>Signature:</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> Santa Teresa 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	39	
<b>Total Bilingual Students in All Program Models</b>		<b>39</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>
Rosa Lovelace	<i>Rosa E Lovelace</i>	<i>May 1, 2015</i>	rlovelace@gisd.k12.nm.us	575-874-7200
<b>Parent Advisory Committee (PAC) Representative:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
<i>Maria G. Espinoza</i>	<i>Maria G. Espinoza</i>	<i>May 4, 2015</i>	<i>mcisnerus04@gmail.com</i>	<i>915-479-3279</i>
<b>Bilingual Director:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Susan Yturralde	<i>S. Yturralde</i>	<i>5-4-15</i>	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?*

The bilingual teachers' master plan to address the students' academic needs included:

- Utilizing graphic organizers
- Scaffolding instruction
- Academic language being used in all classrooms
- Using the backwards design for planning lessons, rubrics and assessments
- Reading with deep understanding
- Marking the text
- Charting the text
- Citing textual evidence
- Inferences/Summarizing strategies
- Project based learning
- Collaborative integrative teams who analyzed data, planned, design lessons and activities to meet the academic needs of ELL students.
- Have students explain their problems solving skills in numeracy classes.

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

The most pressing challenges we face at Santa Teresa Middle School are:

- Not having enough time to teach our students before they are assessed with the ACCESS and PARCC assessment. We start testing the students with the ACCESS in late January and immediately go right into PARCC assessments.
- Not having an additional PAL teacher to teach and dedicate the time to science or math. We presently have to rob Peter to pay Paul in having Mrs. Cumplido, our PAL department teacher, teach both ESL to PAL I, PAL II and Science to all ELL students.

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

- Continue to provide appropriate ESL and or ELD instruction to each student for a minimum of one regular 90 minute block per day.
- Continue teaching AVID strategies school wide.
- Continue using academic language in all content areas.
- Continue celebrating our students' accomplishments
- Continue to provide accommodations while teaching and in testing.
- Provide appropriate home language instruction to all ESL students.
- Continue to meet as an SLRT committee to review and evaluate the students' progress and program effectiveness and determine if the ESL students' educational needs are being met.

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

The district's Bilingual Education Department will allocate funds to our school site to pay for resources and staff development.



STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2015–2016

III. SCHOOL PROGRAM INFORMATION

<b>School Site: Santa Teresa Middle 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>				
<b>a) What are the trends in your ACCESS for ELLs© Data?</b> We have a significant number of students who pass the ACCESS test with a 5 and a greater number of students who hover around a 4.8 and 4.9. What the data shows is that students require more time in writing. However, the instructions now indicate that there is a set time limit of no more than 65 minutes maximum for writing. More time is needed as students first work on graphic organizers, write a draft and then write the final product. Teaching students to do this is one of the best practices we follow at our school.				
<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 expect to meet or exceed the 52% goal of students making progress on ACCESS and 25 of our ELL students (12%) who take the ACCESS to reach proficiency by scoring a 5 or above.				
<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
Continue to place a strong emphasis on teaching writing through reading.	August 3, 2015 to May 19, 2016	Rosa E. Lovelace, Principal SLRT Committee	All Language Arts, Social Studies and Science teachers.	
Teach Academic vocabulary in all content areas.	August 3, 2015 to May 19, 2016	Rosa E. Lovelace, Principal SLRT Committee	All Teachers	
Continue with school wide AVID strategies.	August 3, 2015 to May 19, 2016	Rosa E. Lovelace, Principal SLRT Committee	All teachers	

<b>Goal 2: Home Language Proficiency</b>				
<b>a) What are the trends in the program’s Target (home/heritage) Language Proficiency data?</b> The Woodcock-Munoz is the instrument used to assess students in their home language. The home language proficiency data indicates that PHLOTE students generally score a 4 in Spanish upon entering the district.				
<b>b) Based on the Target (home/heritage) Language Proficiency data trends, what is the projected growth you expect <u>all</u> students in program to make, based on current data?</b> We expect 15 percentage point growth from all students in the program.				
<b>c) What action steps and/or activities will you implement to meet the growth stated above?</b>				
Detailed description of proposed action steps/	Timeline	Responsibility	Participants	Funding Amount

<b>activities to reach goals</b>				
Provide appropriate home language instruction to each student.	January, 2015 through May, 2016	Rosa E. Lovelace SLRT Team members	All content area teachers at STMS	
Provide appropriate materials in the students' home language.	January, 2015 through May, 2016	Rosa E. Lovelace SLRT Team members	All content area teachers at STMS	
Continue to conduct research based staff development in teaching PAL I and II students in their home language.	January, 2015 through May, 2016	Rosa E. Lovelace SLRT Team members	All content area teachers at STMS	

**Goal 3: Academic Achievement in Reading**

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

The DRA is used as a short cycle assessment for Reading. Most of the ELL students tested below grade level, but we expect them to show at least a year's growth.

**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 expected Goal for Reading was a 61%. Our school surpassed the Reading Proficiency Goal by scoring a 92%. We are committed to exceed our present percentage of proficiency. We also expect students to gain at least a year's growth based on the DRA instrument.

**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
There will be a vigorous emphasis on teaching deep understanding of the performance based level questions.	February, 2015 through May, 2016.	Rosa E. Lovelace Angelo Pokluda Joe Jacobo	All teachers at STMS All students	
Continue to train staff on how to teach students to have a deep understanding in reading informational texts.	February, 2015 through May, 2016.	Rosa E. Lovelace Angelo Pokluda Joe Jacobo	All teachers at STMS All students	
Teach students to become better at leading their own problem solving. Using more Socratic seminars and having students explain their reasoning will be a non-negotiable.	February, 2015 through May, 2016.	Rosa E. Lovelace Angelo Pokluda Joe Jacobo	All teachers at STMS All students	
Provide prescriptive tutoring to those students that score low on both reading and math.	February, 2015 through May, 2016.	Rosa E. Lovelace Janell Ludwig, Instructional Coach	All Reading and Social Studies teachers Students	
Teach fluency and word attack skills aggressively.	February, 2015 through May, 2016.	Rosa E. Lovelace Angelo Pokluda Joe Jacobo Rosa E. Lovelace Angelo Pokluda Joe Jacobo	All Reading and Social Studies teachers 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?**  
 STMS has met and exceeded the SGT for Math for two consecutive years by more than 20 percentage points. Our ELL students have exceeded the expectation.

**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?**  
 In 2014, the ELL subgroup attained 74% proficient in Math, 21% above the SGT. We are committed to exceed our present percentage of 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
Once the PED's assessment department releases information on how they bridged the PARCC and former NMSBA scores, we will begin to use the baseline results to start our aggressive disaggregation of data to plan, design and implement rigorous instruction.	September, 2015 through May, 2016.	Rosa E. Lovelace Joe Jacobo Angelo Pokluda	Administration and Mathematics Team	
Spiral the standards on a weekly basis.	September, 2015 through May, 2016.	Rosa E. Lovelace Joe Jacobo Angelo Pokluda	Administration and Mathematics Team	
Student participation in First in Math	September, 2015 through May, 2016	Mathematics Dept	Students	

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

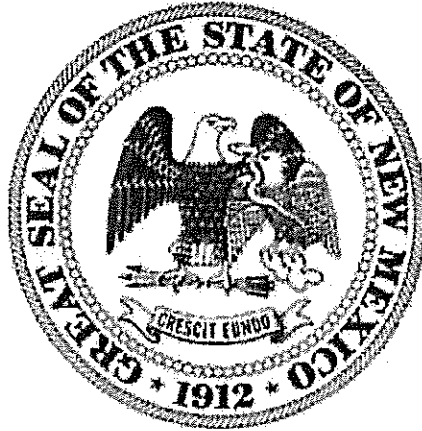
Detailed Description of Proposed Activities to Reach Goals	Timeline	Responsibility	Participants	Funding Amount
Continue to celebrate the accomplishments with the parents of ELL and ELD students who exit the bilingual program by scoring a 5 or better on ACCESS.	August, 2015 Through May, 2016.	Rosa E. Lovelace Angelo Pokluda Joe Jacobo Mathematics Department		

Hold Parent Roundtable meetings to inform parents and community about changes in assessments, school's report card grade, understanding the Common Core Curriculum and the shifts in teaching that teachers have had to make.	August, 2015 Through May, 2016.	Rosa E. Lovelace Angelo Pokluda Joe Jacobo Mathematics Department		
All school correspondence and phone messages will be in English and Spanish	Weekly during 2015-2016 school year.			

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

A program model is the method (and services) the district will use to ensure that all students placed in bilingual multicultural education programs receive proper instruction. The model serves as the foundation for 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.

<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.



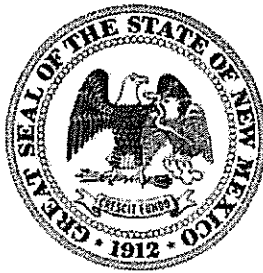
**State Bilingual Multicultural Education  
PROGRAM AND FUNDING APPLICATION  
for**

Sunland Park 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

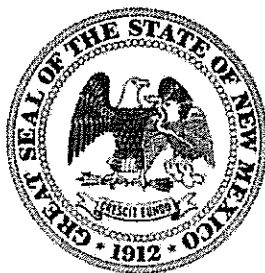
(3) provide technical assistance to the school and district.

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>

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*

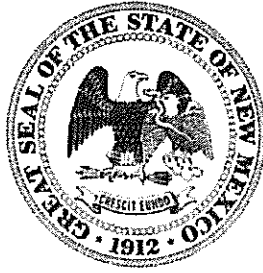
<b>Superintendent:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Efren Yturalde			eyturalde@gisd.k12.nm.us	575-882-6200
<b>Finance Manager:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Steve Suggs			ssuggs@gisd.k12.nm.us	575-882-6241
<b>Bilingual Director:</b>	<b>Signature:</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> Sunland Park 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	121
<b>Total Bilingual Students in All Program Models</b>		<b>121</b>

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

<b>Principal:</b> James Van Nosdale	<b>Signature:</b> 	<b>Date:</b> 5-1-15	<b>Email:</b> jvannosdale@gisd.k12.nm.us	<b>Phone:</b> 575-589-1114
<b>Parent Advisory Committee (PAC) Representative:</b> Guadalupe Mondragon	<b>Signature:</b> 	<b>Date:</b> 5/1/15	<b>Email:</b> NA	<b>Phone:</b> 915-282-1969
<b>Bilingual Director:</b> Susan Yturralde	<b>Signature:</b> 	<b>Date:</b> 5-1-15	<b>Email:</b> sytrralde@gisd.nm.us	<b>Phone:</b> 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?***

All bilingual teachers are ESL and bilingual certified. All bilingual teachers implement the allotted time for Spanish and English instruction on a daily basis with fidelity, according to number of years and transition phase in the program. Sunland Park Elementary succeeded in meeting AMAO I with 66% of ELLs making progress in English according to the ACCESS for ELLs assessment. The school's bilingual program utilizes a variety of instructional materials in both the home and second language to support student learning. The school's language review team utilizes student DRA/EDL, Imagine Learning and Envision benchmark data to determine interventions needed to encourage student success. The school's language review team also works closely with teachers to address language and academic concerns, and make determinations on accommodations for testing, based on student needs. The school also did achieve the target for math by exceeding the target goal of 55% by 8 percentage points. In order to attain the target goal for ELLs in reading more support is required for students not meeting reading proficiency through school assessments, and Tier 1 interventions. Interventions are followed with fidelity in classroom instruction. Block teachers, including music, physical education, art, library and bilingual instructional assistants provide additional small group support. Our bilingual program also has a variety of instructional materials in both the home and second language to support student learning.

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

Sunland Park Elementary did not reach the 11% goal for ELLs to attain proficiency in English. This goal was missed by 1 percentage point. One factor affecting student progress is the rigor of instruction across grade levels, from Kinder to Sixth grade in the implementation of word study and word wall activities that include the content areas. Imagine Learning is an excellent tool for vocabulary development, as well as English Language Development instruction in monolingual classes. However, we need to implement more walkthroughs and ensure vocabulary instruction is provided for our English language development instruction in the monolingual classrooms. A challenge of our bilingual program is in providing more support for students who exit the bilingual program by passing the ACCESS language test. Many of these students have not been through the bilingual program in its entirety, therefore when they are exited from the program based on language scores or number of years in school, and others require additional support through content vocabulary and comprehension. Therefore, in the monolingual classrooms, more training and support needs to be provided for our English language development instruction .

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

Sunland Park Elementary did not meet the achievement proficiency for SBA for reading. In reading we fell short by 3 percentage points of the target goal of 61%. In order to attain the target goal for ELLs in reading, earlier identification and support is required for students not meeting reading proficiency through school assessments and through the SAT. Block teachers, including music, physical education, art, library and bilingual instructional assistants are needed to provide additional small group support earlier on in the year, starting in August.

As a school, we have developed curriculum guidelines and timetables to meet student needs. All students, including ELLs, that were below grade level in reading or math, were started on the SAT process. The student intervention team will continue to identify students that require early interventions, provide schedules early and monitor student progress. Interventions will be provided during classroom instruction to provide needed student and teacher support. Specifically, assistance will be provided in classrooms in the area of vocabulary, reading and math. Teachers will be provided with in-class small group and individual support for struggling students, and students who have not met the targeted goals. Block teachers, including music, physical education, art, library and bilingual instructional assistants will continue to provide more intensive support in the classroom to support teacher instruction of ELL as identified by the SBA, PARCC and EDL/DRA assessments.



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

All funds allocated to our school will be directed to meet state program goals by incorporating such funds into programs such as Imagine Learning software program for vocabulary development, Reading Intervention allotments to provide interventions, Balanced Literacy instructional coach, Balanced Literacy instructional materials, Imagine Learning for vocabulary development, MAPS short cycle assessments, Math Envisions, and First in Math for math fluency. All 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: Sunland Park 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>				
<p><b>Our school ACCESS data for ELL's demonstrates consistent progress in our ELL students making progress and attaining proficiency in English over the past three years.</b></p> <p>Sunland Park Elementary succeeded in meeting AMAO I with 66% of ELLs making progress in English according to the ACCESS for ELLs assessment Our students exceeded the target at 69% two years ago(exceeded by 22 percentage points) and three years ago made progress at 74% (exceeded by 27 percentage points). In the area of attaining proficiency in English, our ELL students did not reach the 11% goal for ELLs to attain proficiency in English. This goal was missed by 1 percentage point. Two years ago our students attained proficiency at 17%, exceeding the 10% goal by 7 percentage points. Three years ago our student's attained proficiency at 16%, exceeding the 9% goal by 7 percentage points.</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>Based on ACCESS data trends for our school, our projected growth for our ELLs is to attain the 12% point target for attaining proficiency in English. Our projected growth for making progress in English is to attain a 5% growth in making progress in English to at least 69%.</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>
Imagine Learning software will be implemented for all ELL students.	8/3/15-5/19/16	Administration, Instructional Coach, Teachers, Computer lab assistant.	All K-6 and special education teachers	
ESL implementation of ESL program kits	8/3/15-5/19/16	Administration, Instructional Coach, Teachers, Computer lab assistant.	K-6 and ASC special education bilingual teachers	
Imagine Learning schedules providing teachers with consistent time in computer labs to implement the program with fidelity.	8/3/15-5/19/16	Administration, Instructional Coach, Teachers, Computer lab assistant.	K-6 and special education teachers	
Fidelity of instruction in Word Study/Word Wall activities as evidenced	8/3/15-5/19/16	Administration, Instructional Coach, Teachers,	All K-6 and special education teachers	

through walkthroughs and weekly work samples reviewed during block		Computer lab assistant.		

**Goal 2: Home Language Proficiency**

**a) What are the trends in the program’s Target (home/heritage) Language Proficiency data?**  
 While no AMAO targets have been set for proficiency in the home/heritage language, prior trends in home language demonstrate that all students with a home language other than English are identified upon registration. Students with a home language other than English are tested for proficiency in the home language within the first year of registration, and 12 of the 15 students tested this year were proficient, which is an 80% proficiency rate.

**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?**  
 Projected growth for non-proficient Spanish speaker students to maintain or grow in the home language to a target of 55%.

**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
Word study/word wall activity training in Spanish to assist teachers in implementing strategies and skills across grade level for vocabulary development.	8/3/15-5/19/16	Instructional Coach, All K-6 teachers.	All K-6 and special education teachers	
Imagine Learning training in Spanish to provide students not proficient in Spanish, with vocabulary support.	8/3/15-5/19/16	K-2 teachers, Technology assistant	K-2 and special education teachers	

**Goal 3: Academic Achievement in Reading**

**a) What are the trends in your reading Standards-based Assessment/short-cycle data?**  
 Sunland Park Elementary achievement proficiency for SBA for reading fell short by 3 percentage points of the target goal of 61%. Overall the data trends show that our ELL students are falling short of the SGT goal, but continue to make substantial yearly gains in reading.

**b) Based on the Standards-based Assessment/short-cycle reading data trends, what is the projected growth you expect ALL students in program to make based on current data?**  
 Based on data trends, it is projected that our ELL students will make at least 7.3 percentage points growth in reading achievement to meet the SGT goal. This means we should see our students make growth from 58% to 65.3% achievement in reading.

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

Detailed description of proposed action steps/ activities to reach goals	Timeline	Responsibility	Participants	Funding Amount
Align common core state standards in 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.	8/3/15-5/19/16	Instructional Coach, Administration	All K-6 and special education teachers	
Identify 1 <sup>st</sup> and 2 <sup>nd</sup> quartile students and develop intervention strategies for students targeting deficiencies and areas to encourage advanced achievement through the SAT process. Such intervention meetings will be held every 4-8 weeks to quarterly, depending on need.	8/3/15-5/19/16	Administration, Instructional Coach	All K-6 and special education teachers	
Training to provide support on vertically aligning behavioral objectives, goals, activities and assessments across content areas.	8/3/15-5/19/16	Administration, Instructional Coach	All K-6 and special education 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
All parents are notified of all school activities in English and Spanish through letters, flyers and marquee announcements.	8/3/15-5/19/16	Administration, office staff, support staff	Parents, staff and support staff	
Administration and counselors call and meet with parents to discuss program participation, options and reclassifications.	8/3/15-5/19/16	Administration, office staff and counselor	Teachers, parents	
Students receive ESL/ELD grades and parents are informed through quarterly progress reports and report cards. Parents are called and meeting is held to discuss gaps in academic progress as students are identified, and decisions made in regards to SAT process.	8/3/15-5/19/16	K-6 and special education teachers, administration, counselor	K-6 and special education teachers and parents	
All ACCESS data is shared with students and parents as it becomes available.	8/3/15-5/19/16	Administration, counselor	K-6 teachers, parents	
Leadership Team members review student SBA and short cycle data and develop school-wide strategies to address needs. All staff receives notes and follow-up through email.	8/3/15-5/19/16	K-6 representatives, administration	K-6 and special education teachers and parents	
Parents and community are involved in art classes and school activities, such as the Parent Advisory Council.	8/3/15-5/19/16	Parents, instructional coach, administration	EC-6 grade students 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?**  
 Sunland Park Elementary exceeded achievement proficiency for SBA in math by 8 percentage points. Data demonstrates students consistently make progress every year 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?**  
 Based on data trends, it is projected that our ELL students will continue to maintain gains and meet the 60% target in math.

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

Detailed description of proposed action steps/ activities to reach goals	Timeline	Responsibility	Participants	Funding Amount
Align common core state standards in math to Envisions curriculum by grade level in the home and second language through planning, training and follow through by monitoring of daily schedules, lesson plans, observations and walkthroughs.	8/3/15-5/19/16	Instructional Coach, Administration	All K-6 and special education 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.	8/3/15-5/19/16	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**

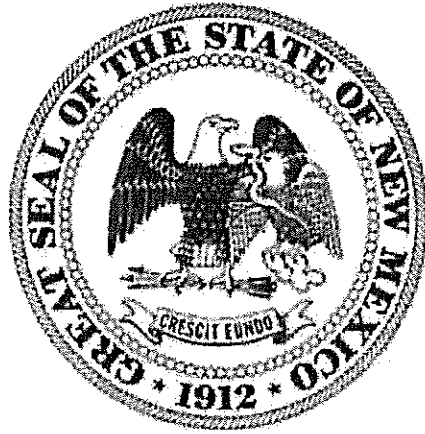
Detailed Description of Proposed Activities to Reach Goals	Timeline	Responsibility	Participants	Funding Amount
Administration and counselors call and meet with parents to discuss program participation,	8/3/15-5/19/16	Administration, office staff and counselor	Teachers, parents	

options and reclassifications.				
Students receive ESL/ELD grades and parents are informed through quarterly progress reports and report cards. Parents are called and meeting is held to discuss lack of academic progress as students are identified, and decisions made in regards to SAT process.	8/3/15-5/19/16	K-6 and special education teachers, administration, counselor	K-6 and special education teachers and parents	
Leadership Team members review student SBA and short cycle data and develop school-wide strategies to address needs. All staff receives notes and follow-up through email.	8/3/15-5/19/16	K-6 representatives, administration	K-6 and special education teachers and parents	
Parents and community are invited to participate in "teaching" art classes to our block art class, by sharing their own unique ideas and talents to grade level classes.	8/3/15-5/19/16	Parents, instructional coach, administration	EC-6 grade students.	

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

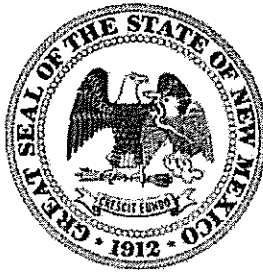
<p>A program model is the method (and services) the district will use to ensure that all students placed in bilingual multicultural education programs receive proper instruction. The model serves as the foundation for determination of the number of hours a student is placed in. There are five program 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**

Sunrise 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

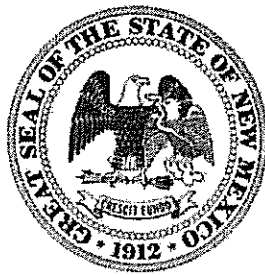
(3) provide technical assistance to the school and district.

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>

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			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> Sunrise 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	160
<b>Total Bilingual Students in All Program Models</b>		<b>160</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>
Cecilia Doran	<i>Cecilia Doran</i>	4-28-15	cdoran@gisd.k12.nm.us	575-824-0060
<b>Parent Advisory Committee (PAC) Representative:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Maria Rodriguez	<i>Maria A Rodriguez</i>	4-28-15	-	575-824-0600
<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 X

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

The strength of our bilingual program at SRE was that we met the goals we set for our students. The last several years, we have been working with our HR department to locate fully certified bilingual teachers. Another strength of our program is that the transitional model is working for our SRE students. Our students consistently move through the transition process from Spanish into English. They are ready to exit the transition bilingual process by the fourth or fifth grade. The students exit on the ACCESS within the third to fifth grade range.

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

The challenge of our bilingual program is to continue to increase our student achievement and meet the needs of our ever changing diverse population. We are looking to make certain that our students have comparable instructional opportunities and materials in English and Spanish.

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

We met and exceeded 2 out of the 4 goals. We have met the goal for English Proficiency and the goal for Home Language Proficiency. We did not meet the reading proficiency goal. The administration, instructional coach, and the campus leadership team will be meeting to develop a plan for improvement. We will examine such topics as the delivery of reading instruction and monitor these practices through classroom visitations and coaching. The teaching staff will be given time to plan lessons and we will develop campus based staff development to address the achievement deficits.

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

The school's operational funding can be used to purchase books and materials for our programming needs. The funding will be documented in our Web EPPS. Special requests can also be made to the district director if necessary. This year for example, extra books were purchased by the district to fill a gap in our primary intervention Spanish reading program.



STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2015-2016

III. SCHOOL PROGRAM INFORMATION

<b>School Site: Sunrise Elementary School</b>				
<b>SMART Goals: Specific, Measureable, Agreed-upon, Realistic, Time-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? One of the positive trends that we see is that SRE is consistent in meeting or exceeding the goal for English Proficiency. Our students scored 6 points higher in AMAO goal "Making Progress" and met goal "Attaining Proficiency" at 12%. We plan to continue with the successful teaching strategies we implemented in the classroom last year and develop new ones.				
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 current data trends, we want to meet or exceed the state expectations for goal 1 and realistically increase by 10%.				
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
Each homeroom teacher will be provided with their list of ELL's for identification and monitor purposes	2015-2016	Administration Data Clerk Homeroom teachers	ELL students	None
Increase usage on the district purchased Imagine Learning computer program	2015-2016	Administration All homeroom teaching staff of K-6	ELL students	District purchased site license
Develop and use a form to monitor progress of ELL students in the program	2015-2016	Administration Instructional Coach K-6 Teachers	ELL students	None
Professional Dev of NMELD standards	2015-2016	District and campus personnel	Teachers	None

**Goal 2: Home Language Proficiency**

a) What are the trends in the program's Target (home/heritage) Language Proficiency data? This is another area of growth for SRE. We met and exceeded the district target. We also met this goal last year. This trend is moving in the positive direction because we have made a concerted effort in our school dedicated to placing students in the appropriate educational setting where they can succeed academically.

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? This is an area where SRE has met or exceeded the projected growth. We want to continue that trend and increase our attainment by 10%. We have implemented some school based activities which are proving successful and will continue to

research new action steps to continue our positive forward trend. Some of those action steps are listed below.

**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>
Continue to monitor the registration process and make certain that parents understand the information they are providing the school is correct and accurate	2015-2016	Administration Data Entry Clerk	New, incoming SRE parents	None
Schedule an orientation for Kinder parents to explain the importance of proper student placement in our bilingual program	2015-2016	Principal Data Entry Clerk Kinder Teachers	New Kinder students	None
Our data entry clerk will continue to attend trainings and work closely with members of the district bilingual team	2015-2016	Principal Data Entry Clerk	District Bilingual Support Team	None
Curriculum fidelity to Balanced Literacy in Spanish to include guided reading and Reader's/Writer's Workshop	2015-2016	Classroom Teachers	Bilingual/ELL students	
Increase usage on the district purchased Imagine Learning Español computer program	2015-2016	Administration All homeroom teaching staff of K-6	ELL students	District purchased site license

**Goal 3: Academic Achievement in Reading**

**a) What are the trends in your reading Standards-based Assessment/short-cycle data?** Last year we did not meet our goal in reading achievement. Unfortunately, that has been the trend for the last couple of years. This is a trend that we want to break and demonstrate student progress in reading. The instructional coach and school improvement team are discussing best practices and how these practices are being addressed with fidelity. A review of the CCSS is being addressed during our campus planning and we will be addressing differentiated instruction in the elementary School

**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?** We are projecting that our students need to gain 17 percentage points to raise our proficiency in reading. We realize that this is rather an ambitious gain but with all our new proposed actions incorporated in our Web EPSS, we believe the students can accomplish a gain of ten 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
The teachers in grades 4-6 will be provided a list of the lowest quartile students so they can monitor progress	2015-2016	Administration Grades 4-6 Teachers	Students in grades 4-6	None
Best practices strategies will be discussed during instructional planning and block time	2015-2016	Administration Instructional Coach K-6 Teachers	Teaching staff	None
Teachers in grades K-6 will fill out the district bar graphs to chart reading progress or lack of progress	2015-2016	Administration K-6 Teachers Instruction Coach	Teaching Staff Students in grades 4-6	None

**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
A new student orientation meeting for parents will be scheduled to discuss the program features and goals	2015-2016	Administration Data Clerk Teaching Staff	New students and parents	None
During Open House, the bilingual teachers will discuss the program purposes and goals to their parents	2015-2016	Administration Data Clerk Bilingual Staff	Bilingual students	None
During Parent/Teacher conferences, a bilingual	2015-2016	Administration Instructional	Bilingual Parents	None

newsletter will be made available to parents that will give them specific strategies to help their child in reading		Coach Bilingual Teaching Staff		
Parent participation in the district GPAC	2015-2016	Administration	Bilingual Parent	None

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

**a) What are the trends in your math Standards-based Assessment/short-cycle data?**  
 The trend for Sunrise Elementary School is that our students seem to achieve higher in math than reading.

**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 growth for our students is a minimum of 10%.

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

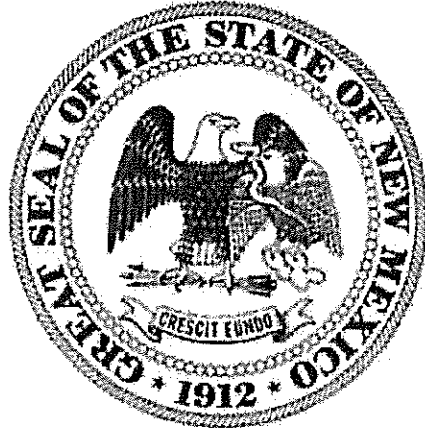
Detailed description of proposed action steps/ activities to reach goals	Timeline	Responsibility	Participants	Funding Amount
All students K-6 will use the First In Math computer skills program.	2015-2016	Classroom teachers and Instructional Coach	All students	None
Teachers will be encouraged to use all components of the EnVision Math adoption	2015-2016	Classroom teachers and Instructional coach	All students	None
Sunrise Elementary School will participate in all district and state short term assessments	2015-2016	Classroom teachers and Instructional coach	All students	None

**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
Parents will be introduced to the EnVisions program during various school activities, such as Parent Orientation, Parent Teacher Conferences.	2015-2016	Classroom teachers and Instructional coach	All students	0
Written communication will be utilized to inform parents throughout the academic school year.	2015-2016	Classroom teachers and Instructional coach	All students	0

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

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

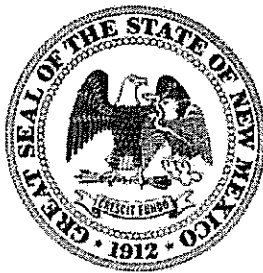


**State Bilingual Multicultural Education  
PROGRAM AND FUNDING APPLICATION  
for**

Vado 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

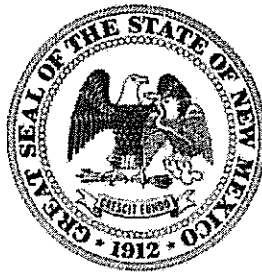
(3) provide technical assistance to the school and district.

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>

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*

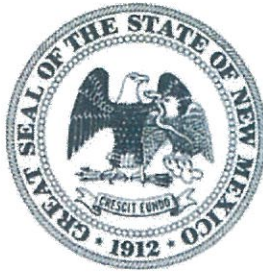
<b>Superintendent:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Efren Yturralde			<a href="mailto:eyturralde@gisd.k12.nm.us">eyturralde@gisd.k12.nm.us</a>	575-882-6200
<b>Finance Manager:</b>	<b>Signature:</b>	<b>Date:</b>	<b>Email:</b>	<b>Phone:</b>
Steve Suggs			<a href="mailto:ssuggs@gisd.k12.nm.us">ssuggs@gisd.k12.nm.us</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> Vado Elementary School	
<b>Instructional Program Model</b>	<b>Instructional Hour(s)</b>	<b>School Projection</b>	
Dual Language	3 hour program	353	
Maintenance			
Heritage			
Enrichment			
Transitional			
<b>Total Bilingual Students in All Program Models</b>		<b>353</b>	

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

<b>Principal:</b> Reyes Valtierra	<b>Signature:</b> <i>Reyes Valtierra</i>	<b>Date:</b> April 30, 2015	<b>Email:</b> rvaltierra@gisd.k12.nm.us	<b>Phone:</b> 575-233-2861
<b>Parent Advisory Committee (PAC) Representative:</b> Marlene Arciniega	<b>Signature:</b> <i>Marlene Arciniega</i>	<b>Date:</b> April 30, 2015	<b>Email:</b> marlenen17@hotmail.com	<b>Phone:</b> (575)571-9660 575-571-1452
<b>Bilingual Director:</b> Susan Yturralde	<b>Signature:</b> <i>S. Yturralde</i>	<b>Date:</b> 4-30-15	<b>Email:</b> syturralde@gisd.nm.us	<b>Phone:</b> 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?*

*Vado Elementary implements a 50/50 Dual Language model.* Our program provides the same academic content and addresses the same standards as the English-only program of study. We provide instruction in both Spanish and English from kindergarten through sixth grade. Our school combines students that have varying degrees of proficiency in either or both languages. Our native English speakers and English language learners are grouped together for core academic instruction (i.e., math, social studies, and science) and for all other programs such as PE, music, computer lab, etc... None of our students have to compromise the development of their native language as their second language proficiency improves. Our dual language immersion program is considered an additive bilingual program because it gives all students the opportunity to maintain and develop oral and written skills in their first language while they simultaneously develop oral and written skills in a second language.

A strength in our model lies in the fact that all our language arts teachers are appropriately endorsed in TESOL or Bilingual Education. These teachers are familiar with the special needs and strengths that second language learners bring with them. Additionally, our Campus Instructional Coach is a bilingual-endorsed, National Board Certified teacher. She has been a significant asset to our program.

An additional plus for our program is that it promotes cultural awareness and diversity. It advances concepts of inclusion and empathy in our students and community. Parents are very supportive of the fact that their child is part of an enrichment program. This augments trust and cooperation between school and community.

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

One of the major challenges of this model continues to be that some of our parents opt not to include their child in the program. Usually this is a small group of students. This can create small groups of students at each grade level that we have to schedule differently. We have to address this by doing one of two things. We either establish combo-grade classrooms or place them into one of our English component classrooms and not allow these students to switch with their classmates to the Spanish component class. This often becomes a significant scheduling nuisance.

An additional challenge is the lack of materials in Spanish. Parity is at times an issue between the instructional materials that are available in English and those available in Spanish.

Limited time available for professional development opportunities is a concern. With so many other areas that we have to further develop our skills and knowledge base in, it is difficult to provide / mandate in-service / professional development opportunities to our instructional staff without imposing on their valuable personal or common planning time.

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

Vado Elementary did not meet SMART Goal #1 but we did meet the SMART Goal #2. In Making Progress in English we scored at 48%.

In order to meet SMART Goal #1 next school year we will engage in the following activities:

Parents of 6<sup>th</sup> grade boys and girls will be part of the Mother - Daughter / Father-Son program out of UTEP.

Provide appropriate ESL or ELD instruction to each ELL student for a minimum of 1 regular period per day.

Include all ELL students in the Imagine Learning computer-based language development program.

Provide appropriate and adequate amounts of English-language instructional materials (books, audio and video recordings, magazines, newspapers, software, etc.) in classrooms and libraries.

We did meet the Attaining Proficiency in English goal, SMART Goal #2 by scoring at 12%. In the goal of acquisition of the home language we also met the goal. Our data from the Woodcock Munoz Assessment indicates our students are acquiring language and show growth in Spanish. We will continue working hard at what we are doing to make sure that we keep meeting these aforementioned goals.

Our school did not meet the expectations of SMART Goal #3 or #4 (56% in Reading and 43% in Math). One of our areas of focus is providing our teachers with the necessary instructional materials and professional development. In order to meet all the goals set forth, we will continue to utilize the Balanced Literacy framework and our teachers will continue refining their implementation of the Envision math curriculum.

We will guide and assist our teachers in the analysis and interpretation of all relevant data, to share information and to set goals to meet the needs of ELL students.

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

Our budget committee has begun collecting input from our instructional staff in regards to specific needs that may need to be addressed. Each grade level team has indicated what is needed to help them to assure our students meet their goals.

Two parent meetings have been held where parent input has been acquired in regards to the use of certain funds. Based on this and other data, will ensure that instructional purchases are aligned to meet program goals.



STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2015–2016

III. SCHOOL PROGRAM INFORMATION

<b>School Site: Vado 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>The established SMART Goal in the area of Making Progress in English for 2015 is 50%. The expectation that we have placed on our students at Vado is that 60% of them will meet or exceed the criteria needed.</p> <p>The established SMART Goal in the area of Attaining Proficiency in English for 2015 is 12%. The expectation that we have placed on our students at Vado is that 15% of them will meet or exceed the criteria needed.</p>				
<b>a) What are the trends in your ACCESS for ELLs© Data?</b>				
<p>We have consistently met the SMART Goal in the area of Making Progress in English. It seems that for the most part, the strategies and interventions that we have implemented are having inconsistent results in this area. We attribute this year's drop in our AMAO I to a couple of things. First, the change of administration was a factor. Secondly, the level of rigor in instruction was not as high as it could have been. We had 7 instructional staff retire or leave this past year.</p>				
<b>b) Based on the ACCESS data trends, what is the projected growth you expect ELL students to make with current data?</b>				
<p>We expect that our school will have 60% of students meeting the Making Progress in English goal. This is up from 48% last year.</p> <p>We expect that our school will have 15% of students meeting the Attaining Proficiency in English goal. This is up from 12% last 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
Provide appropriate ESL or ELD instruction to each ELL student for a minimum of 1 regular period per day.	All Year	Classroom Teachers	All ELL Students	
Use Language Arts teachers who are appropriately endorsed in TESOL or Bilingual Education to teach ELL students.	All Year	Administration / Classroom Teachers	All ELL Students	



Include all ELL students in the Imagine Learning computer-based language development program (Supplement).	2 hours Weekly, All Year	Classroom Teachers	All ELL Students	
Provide appropriate accommodations in both instruction and testing for ELL students.	As Needed All Year	Administration / Classroom Teachers	All ELL Students	
Provide appropriate and adequate amounts of English-language instructional materials (books, audio and video recordings, magazines, newspapers, software, etc.) in classrooms and libraries.	All Year	Administration / Classroom Teachers	All ELL Students	

**Goal 2: Home Language Proficiency**

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

The available data shows that our students at Vado Elementary have consistently met the SMART Goal in the area of Attaining Proficiency in Spanish. It seems that for the most part, the strategies and interventions that we have implemented are having positive results in this area. There are 325 students in DL, of these 282 are Spanish proficient (87%). This spring 43 students were reassessed for Spanish proficiency (WMLS) and 18 (42%) attained proficiency, 21 (49%) attained intermediate proficiency, and 4 (9%) were at beginning proficiency.

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

We expect that our school will have 50% of students meeting the Attaining Proficiency in Spanish. This is up from 42% last 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
Provide appropriate Home Language Arts instruction in the home language to each student in the program for 50% of an instructional cycle (class time equal to English Language Arts class time).	All Year	Classroom Teachers	All Students	
Use appropriately endorsed teachers to deliver instruction in the Home language. (i.e. Bilingual endorsement -	All Year	Classroom Teachers	All Students	

Gr. K-8, Bilingual and Modern, Classical and Native Language endorsement)				
Provide opportunities for students and parents to be involved in charting student progress and discussing with teachers. Student data folders are developed and shared with parents of all students throughout the year.	All Year	Classroom Teachers	All Students	
Instruction/intervention use of Imagine Learning en Español	All Year	Classroom teachers	All dual language participants	

**Goal 3: Academic Achievement in Reading**

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

In the recent past, our students have not met the expectations in the area of reading as measured by the SBA short-cycle criteria. Our data indicates that we need to make significant growth in order to meet these expectations. Currently, the ELL subgroup attained 56% proficient on Reading NMSBA.

**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?**

We anticipate that 60% or more of our students at Vado will score at proficiency or advanced in the above-mentioned measures.

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

Detailed description of proposed action steps/ activities to reach goals	Timeline	Responsibility	Participants	Funding Amount
Use dual language strategies and materials that cover cross-content material in all subject areas.	All Year	Classroom Teachers	All Students	
Assure that all dual language teachers accurately and effectively identify and address language arts instructional objectives on an on-going basis.	All Year (daily)	Classroom Teachers	All Students	
Use Lucy Caukins units of study to build students reading and writing.	All Year	Classroom Teachers	All 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
Communicate with parents regarding student placement/progress in programs through the use of AIP	Fall 2015	Administration and teachers	Parents	
Include parents and community in professional development workshops	2015-2016	Parent Outreach Ambassador Administration	Parent and Community members	

Provide access to school facilities and equipment to parents and community members	2015-2016	Administration	Parent and Community members	
Coffee with Principal meetings monthly to update parents on campus activities	2015-2016	Administration	Parent and Community members	
We will provide access to community services for parents, as well as students, such as transportation, health clinics, etc...	2015-2016	Administration and Parent Outreach Ambassador	Parent and Community members	
Provide Science/Math/Reading strategies on designated nights for parents to learn our district curriculum	2015-2016	Administration and Teachers	Parent and Community members	
Parents of 5 <sup>th</sup> grade girls will be part of the Generaciones program out of the Chicano Program @ NMSU.	2015-2016	Counselor, Administration, 5 <sup>th</sup> grade teachers	Parents of 5 <sup>th</sup> grade girls	
Parents of 6 <sup>th</sup> grade boys and girls will be part of the Mother - Daughter / Father-Son program out of UTEP.	2015-2016	Counselor, Administration, 6 <sup>th</sup> grade teachers	Parents of 6 <sup>th</sup> grade boys girls	

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

**a) What are the trends in your math Standards-based Assessment/short-cycle data?** We are closing the gap to our goal of 60% for SY15-16. Currently, the ELL subgroup attained 43% proficient on Math NMSBA.

**b) Based on the Standards-based Assessment/short-cycle math data trends, what is the projected growth you expect all students in program to make based on current data?** We are going to progress from 43% to 53% proficiency.

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

Detailed description of proposed action steps/ activities to reach goals	Timeline	Responsibility	Participants	Funding Amount
Provide appropriate Home Language and 2 <sup>nd</sup> Language Math instruction to each student in the program for 50% of an instructional cycle (class time equal to class time).	2015-2016	Administration and Teachers	All DL Students	
Dual language teachers will incorporate the use of research-based formative assessments	2015-2016	Administration and Teachers	All DL Students	
Implementation and Consistent retraining of teachers in the CCSS for Math	2015-2016	Administration and Teachers	All DL Students	
Continue Implementation of First in Math for all ELL Students	2015-2016	Administration and Teachers	All DL Students	
Ensuring that all teachers are TESOL endorsed	2015-2016	Administration and Teachers	All DL Students	
Progress will be monitored through Administrative and Instructional Coach walk throughs and testing data.	2015-2016	Administration and Teachers	All DL Students	

<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>	
Communicate with parents regarding student placement/progress in programs through the use of AIP	Fall 2015	Administration and teachers	Parents	
Include parents and community in professional development workshops	2015-2016	Parent Outreach Ambassador Administration	Parent and Community members	
Provide access to school facilities and equipment to parents and community members	2015-2016	Administration	Parent and Community members	
Coffee with Principal meetings monthly to update parents on campus activities	2015-2016	Administration	Parent and Community members	
We will provide access to community services for parents, as well as students, such as transportation, health clinics, etc...	2015-2016	Administration and Parent Outreach Ambassador	Parent and Community members	
Provide Science/Math/Reading strategies on designated nights for parents to learn our district curriculum	2015-2016	Administration and Teachers	Parent and Community members	
Parents of 5 <sup>th</sup> grade girls will be part of the Generaciones program out of the Chicano Program @ NMSU.	2015-2016	Counselor, Administration, 5 <sup>th</sup> grade teachers	Parents of 5 <sup>th</sup> grade girls	
Parents of 6 <sup>th</sup> grade boys and girls will be part of the Mother - Daughter / Father-Son program out of UTEP.	2015-2016	Counselor, Administration, 6 <sup>th</sup> grade teachers	Parents of 6 <sup>th</sup> grade boys girls	

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.