

**Title III Part A  
ESEA Consolidated Application  
2019-2020**

**Gadsden Independent School District**

<i>Title III Part A : 2019-2020</i>	
<b>Total Planning Allocation</b>	<b>392,424.13</b>
<b>LIEP Funding Total</b>	<b>0</b>
<b>PD Funding Total</b>	<b>0</b>
<b>PFCE Funding Total</b>	<b>0</b>
<b>AA Funding Totals</b>	<b>0</b>
<b>Total Planning Allocation</b>	<b>392,424.13</b>
<b>Indirect Cost Amount</b>	<b>7,958.44</b>
<b>Direct Admin Expenses</b>	<b>0.00</b>
<b>All Sub Totals</b>	<b>0.00</b>
<b><u>Balance</u></b>	<b>384,465.69</b>

## GENERAL ASSURANCES

### THE APPLICANT HEREBY ASSURES THE NEW MEXICO PUBLIC EDUCATION DEPARTMENT THAT:

The Local Educational Agency (LEA) will administer each program covered under this application in accordance with all applicable statutes, regulations, program plans, and applications.

The control of funds provided under each program and title to property acquired with program funds will be in the local public education agency.

The LEA will administer funds received under grants from this application to the extent required by the authorizing statutes.

The recipient of funds shall adopt and use proper methods of administering each program including:

- the enforcement of any obligations imposed by law on LEA's responsible for carrying out the program, and
- the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

The recipient of funds will cooperate in carrying out any evaluation of the programs conducted by or for the State Education Agency (SEA), the Secretary of the U.S. Department of Education or other Federal Officials.

The LEA shall:

- Make reports to the SEA and the Secretary of the U.S. Department of Education as may be necessary to enable such agency and the Secretary to perform their duties under this program.
- Maintain such records, provide such information and afford access to the records as the SEA or the Secretary of the U.S. Department of Education may find necessary to carry out their duties.
- Afford a reasonable opportunity for public comment on the application and consider such comment before the application is submitted.
- Repay to the SEA with nonfederal funds or from federal funds for which no accountability is required to the federal government, any amounts which the U.S. Department of Education orders the SEA to repay because of the applicant's failure to comply with applicable statutes, regulations and requirements.
- Further repay to the SEA with nonfederal funds or from federal funds from which no accountability is required to the federal government, any amounts determined by the SEA to have been misspent or misapplied because of the applicant's failure to comply with applicable statutes, regulations and requirements.
- To the extent consistent with the number of school-age children in the attendance area of an LEA receiving funds under the programs covered by this application, the LEA shall provide timely and meaningful consultation with the appropriate school officials during the development and design of the Title III program.
- Implement the approved programs described in the approved application.
- Use funds from awards resulting from approval of this application to supplement current programs and activities, and that in no case will these funds be used to supplant local programs or activities already in place.

### SUPPLEMENTARY ASSURANCE FOR GENERAL EDUCATION PROVISIONS ACT (GEPA)

The LEA will develop and describe the steps the LEA proposes to take to ensure equitable access to, and equitable participation in the project or activity to be conducted with such assistance by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers based on gender, race, color, national origin, disability, and age.

### SUPPLEMENTARY ASSURANCES FOR TITLE III PART A

All district and school personnel (superintendent, principals, teachers, Title III directors, bilingual multicultural education directors, finance officers and support staff) shall be knowledgeable of the requirements below to comply with the Elementary and Secondary Education Act, as amended by Every Student Succeeds Act (ESSA), LEAs shall:

- Develop and implement a plan that is based on effective approaches and methodologies for teaching English Learners (ELs).
  - Ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
  - Ensure that it is not in violation of any state or federal laws regarding the education of ELs (Sec. 3125) nor of any Federal law guaranteeing a civil right (Sec. 3126).
  - Be required to use funds to build capacity to continue to provide effective language instruction educational programs for ELs once the subgrant is no longer available (Sec. 3113 (b) (3) (E)).
  - Certify that all teachers in a Title III language instruction educational program for ELs are fluent in English and any other language used for instruction (Sec. 3116 (c)).
  - Ensure that students enrolled in this program participate in the New Mexico Standards-Based Assessment (SBA) Program. In those grades that students do not participate in the SBA, the public school district shall develop and implement an assessment and evaluation program (Sec. 3113 (b) (3) (A)).
    - Assess ELs participating in a Title III supported program on an annual basis until proficiency in English is achieved. (Sec. 3113(b) (3) (B)). Note: ELs not participating in a Title III supported program must also be assessed for English language proficiency (Sec. 1111(b)(2)(G) and 6.29.5.11 NMAC)
    - Notify parents of a child's placement in a language instruction educational program not later than 30 days after the beginning of the school year, or for later enrollment, within two weeks of the student's placement. The notification must be provided in an understandable and uniform format, and to the extent practicable, in a language that the parent can understand. The parent notification shall include (Sec. 1112(e)(3)(A)).
      - Reasons for student's placement;
      - The child's level of English language proficiency, how such level was assessed, and the status of the child's academic achievement;
      - Description of the range of program models available and methods of instruction used in the program
      - Description of how the program will meet the linguistic and academic needs of the child;
      - Specific exit requirements for the EL status;
      - Description of how the program meets the objectives of the Individualized Education Program of a child with a disability; and
      - Parents' options to decline to enroll their child in the program or to choose another program, if available.
  - Ensure that the programs and projects described in the application for funds were developed in consultation with teachers including vocational teachers, school administrators, parents, charter school representatives, and where appropriate, private school representatives, pupil services personnel and other relevant external groups (Sec. 3116 (b) (4)(C)).
- Be required to use its funds (Sec. 3115 (c)):
  - (1) to increase English language proficiency and academic achievement in the core academic subjects for ELs with activities including effective language instruction educational programs that meet the needs of ELs; and
  - (2) to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, and other school leaders, administrators, and other school or community-based organizational personnel that is—
    - designed to improve the instruction and assessment of ELs;
    - designed to enhance the ability of such teachers to understand and implement curricula, assessment practices and measures and instructional strategies for ELs;
    - effective in increasing the children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
    - of sufficient of intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom.

(3) to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which shall include parent, family and community

- Be authorized to use its funds (Sec. 3115(d)):

(1) Upgrading program objectives and effective instructional strategies;

(2) Improving instruction by upgrading or developing curriculum, assessment information, educational software and instructional materials;

(3) Providing tutorials, academic or vocational education and intensified instruction, which may include materials in a language other than English that the student can understand, interpreters and translators.

(4) Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services.

(5) Improving English language proficiency and academic achievement;

(6) Community participation that improves English language skills of ELs and assists parents through family literacy programs and parent outreach training;

(7) Improving instruction of ELs, which may include ELs with a disability, through educational technology, instructional materials, access to and participation in electronic networks and incorporating technology

(8) Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education.

(9) Other activities that are consistent with the purposes of Title III.

• Report accurate information in the New Mexico Student Teacher Accountability Reporting System (STARS), including:

- Student's classification/status;
- Student's home language;
- Student's ethnicity;
- Student's immigrant status;
- Student participation in EL program and/or service; and

- Report accurate information to the SEA including:

1. a description of the programs and activities conducted by the LEA with the funds received under

2. the number and percentage of ELs in the programs and activities who are making progress toward achieving English language proficiency, as described in section 1111(c)(4)(A)(ii), in the aggregate and disaggregate, at a minimum, by ELs with a disability;

3. the number and percent of ELs in the programs and activities attaining English language proficiency standards established under section 1111(b)(1)(G) by the end of each school year, as determined by the state's English language proficiency assessment under section 1111(b)(2)(G);

4. the number and percent of ELs who exit the language instruction educational programs based on their attainment of English language proficiency;

5. the number and percent of ELs meeting challenging State academic standards for each of the 4 years after such children are no longer receiving services under subpart 1, in the aggregate and disaggregated, at a minimum, by ELs with a disability;

6. the number and percent of ELs who have not attained English language proficiency within 5 years of initial classification as an English learner and first enrollment in the LEA;

7. any other information that the SEA may require

• The LEA and SEA use the report for improvement of programs and activities under Title III, Part A, subpart 1. (Sec. 3121 (b))

## Title III Federal Requirements

### Approach 2 ELD

**1) What is the district's/state charter school's overall K-12 approach to English language development (ELD)? Please provide details regarding the instructional blocks/courses focused on ELD.**

Federal Law (Title VI) and the State of New Mexico mandate that students as students identified as English Learners (EL) receive English Language Development until proficiency is attained. The NMPED has a list of approved English Learner (EL) Program Models:

7. ELD Pull-out course and sheltered instruction

8. ELD block and sheltered instruction in content areas (elementary grade only)

9. Integrated ELD - ELA course and sheltered instruction in content areas (secondary grade only)

GISD reviewed the structures and available supports for each model looked at its present curriculum needs and chose options 8 and 9 to meet the needs of students identified as EL.

In order to meet federal and state mandates as well as fulfill the educational needs of students identified as EL, they will be provided an ELD class period on a daily basis. English Language Development explicitly teaches the domains of language: Listening, Speaking, Reading, Writing, and Comprehension while addressing the English-Language Arts standards and benchmarks. The New Mexico English Language Development Standards are designed to assist teachers in moving EL students toward proficiency in the English language and academic achievement in the English–Language Arts content standards. Kindergarten through 12th-grade teachers are GISD offers three bilingual (Spanish and English) program models to English Learners: K-6 50:50 Two-Way Dual Language, K-6 Transition Bilingual, 7-12 Transition Bilingual- Program for the Acquisition of Language (PAL) and K-12 English Language Development (ELD). Each of these models is designed to ensure that students acquire The two-way bilingual immersion program heterogeneously combines language minority and language majority students for academic instruction. These heterogeneous classrooms participate in an academic program where the instruction is delivered in both English and Spanish by certified English and Spanish teachers. Students will continue to increase their academic skills in their native language while acquiring academic knowledge and skills The Transitional Model provides bilingual participants language and academic concept development in Spanish while successfully acquiring English knowledge and skills through a systematic and conscious instructional approach. Spanish is used to assist students in transferring high cognitive skills to English. As the students The PAL model at the secondary level provides bilingual participants academic concept development in Spanish while successfully acquiring English knowledge and skills through a systematic and conscious instructional approach. At the middle school level, Spanish is used to assist students in transferring high cognitive skills to English. At the high school level, English core subjects are introduced into the students' instructional program teacher presents in a language that is familiar to students and allows new language to be acquired in a meaningful context. English Language Development is taught through the four language domains that define how English language learners process and use language: Listening—process, understand, interpret, and evaluate spoken language in a variety of situations, Speaking—engage in oral communication in a variety of situations for a variety of purposes and audiences, Reading—Process, understand, interpret, and evaluate written language, symbols, and text with understanding and fluency and Writing—engage in written communication in a variety of situations for a variety of purposes and audiences. Students will explicitly be taught strategies to support them in all language domains until they develop academic language and attain proficiency.

## **Language Supports**

***2) How is the district's EL program designed to ensure that ELs have meaningful access to all standard instruction? Please provide details regarding the language supports for ELs across the curriculum.***

Meaningful access to all standard instruction is the ultimate goal of any educational institution. Students need to be viewed for their strength in attaining proficiency of their second language.

In order to observe the student progression through the program model and the attainment of language proficiency, EL students are assessed yearly with a language proficiency assessment –ACCESS. The data provided allows teachers to create lessons that are relevant and meaningful. Further, each of our campuses has a School Language Review Team (SLRT). The SLRT monitors students' progress, makes improvement recommendations and takes action to reclassify an EL student to Reclassified Fluent English Proficient (RFEP).

This criterion includes multiple measures:

- English language proficiency, to include listening, speaking, reading, writing and comprehension
- Academic achievement
- Teacher(s) evaluation and grades
- Teacher(s) recommendations regarding any academic performance deficits for intervention.

provision to have all core-area teachers to be Teaching English to Speakers of Other Languages (TESOL) endorsed. Teachers will support students in attaining proficiency by providing a literacy-rich environment for independent, small and large group work. Teachers will use materials and resources that support Language Arts such as leveled readers, classroom libraries, and manipulatives. Students are encouraged to participate in quality interaction tasks in a risk-free environment. Teachers will use language proficiency assessment to drive instruction in listening, speaking, reading and writing. They will also integrate the English Language Development standards with the English Language Arts standards when writing lesson objectives during lesson planning. Lessons will make language more comprehensible for students by using hands-on demonstrations, cooperative learning, modeling, visual clues, graphic organizers, cognates, making connections, building on background knowledge and teaching key vocabulary through familiar concepts. GISD is committed to meet the needs of the EL students in the English curriculum through the development of ELD courses (STARS 1062, 1063, 1064, 1065, 1066, 1067) as part of the Alternative Language Program (ALP) in elementary, middle school, and high school. Teacher professional development is also a key component in understanding the needs of EL students.

Equitable educational resources must be purchased and put in place for EL students to learn and meet today's standards. Funding to provide these resources are supplemental to the curriculum and can never supplant. Finally, Parental engagement is a key component in assuring student success in the program. Parents will be informed of their child's identification and placement in the program with the EL Parent Notification Letter. School administration and personnel invite parents or legal guardians in writing to participate in the reclassification process. Parents are invited to all school events such as literacy, math, and science night. They are highly encouraged to attend Parent-Teacher conference to be informed of their child's proficiency in the English language. They are also invited to be part of the school decision-making process by becoming a member of the school's Parental Advisory Committee (PAC).

**Module 4: 2019 Title III - District and School Site Enrollment**  
**(Average of 80<sup>th</sup> and 120<sup>th</sup> day)**

School	Total School Enrollment	Total # of EL Students	EL Program Valid Values
ALTA VISTA EARLY COLLEGE HIGH SCHOOL	156	10	9
ANTHONY ELEMENTARY	376	192	8
BERINO ELEMENTARY	436	237	8
CHAPARRAL ELEMENTARY	501	220	8
CHAPARRAL HIGH	1048	331	9
CHAPARRAL MIDDLE	632	213	9
DESERT TRAIL ELEMENTARY	488	288	8
DESERT VIEW ELEMENTARY	465	288	8
GADSDEN ELEMENTARY	485	237	8
GADSDEN HIGH	1497	375	9
GADSDEN MIDDLE	791	232	9
LA UNION ELEMENTARY	291	100	8
LOMA LINDA ELEMENTARY	342	162	8
MESQUITE ELEMENTARY	298	167	8
NORTH VALLEY ELEMENTARY	316	129	8
RIVERSIDE ELEMENTARY	585	368	8
SANTA TERESA ELEMENTARY	591	192	8
SANTA TERESA HIGH	1263	285	9
SANTA TERESA MIDDLE	640	217	9
SUNLAND PARK ELEMENTARY	255	140	8
SUNRISE ELEMENTARY	407	214	8
VADO ELEMENTARY	404	261	8
YUCCA HEIGHTS ELEMENTARY	582	359	8
<b>District Totals</b>	<b>12849</b>	<b>5217</b>	

40.6 % EL

**English Learner (EL) Program Valid Values**

7. English language development (ELD) pull-out course and sheltered instruction in content areas. English language instruction in the ELD course is differentiated based on the English language proficiency level of the students.

8. English language development (ELD) block and sheltered instruction in content areas (elementary grades only). The English language instruction is differentiated based on the English language proficiency level of the students (minimum of 45 minutes daily).

9. Integrated English language development (ELD)—English language arts (ELA) course and sheltered instruction in content areas (secondary grades only) For ELs with an ACCESS for ELLs 2.0 score that is nearing proficiency. English language instruction in the ELD-ELA course is integrated with grade-level ELA instruction.



Please find below the detailed Required Activities and Authorized Activities to support you as you complete the Title III Local Plan for your district/state charter in SharePoint. The budget plan will show all the activities that the district/state charter is planning for the school year and should reflect a thoughtful plan for providing effective language instruction educational programs (LIEPs) for ELs.

**Title III funds cannot be used to fulfill the district's/state charter's obligation under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.**

### Title III, Part A, Sec 3115 (c)(1)(A)(B)

(c ) REQUIRED ACTIVITY — LIEP(1)to increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needsof English learners and demonstrate success in increasing—

(A)English language proficiency, and

(B)Student academic achievement;

### Title III LIEP Budget Plan

Required Activity	Description	LIEP Funding Amount	From Date	To Date	Participants	Function Code OBMS
English Language Proficiency	A. Teacher implementation of the NM-ELD standards in Unit/LessonPlans in order to differentiate for EL Students. B. Adhere to Balances Literacy/Math Initiatives in Transition and Dual Language models to assist students to proficiency. C. ACCESS is used as a data point to measure language proficiency progress and target direct instruction with specific supports.	0	8/6/2019	5/28/2020	Administrators; All Teachers	0
Student Academic Achievement	A. Teacher implementation of the CCSS and NMELD standards in unit/Lesson plans to create language objectives to address individual needs. B. Istation is used as a tool to promote student achievement for student identified as EL.	0	8/6/2019	5/28/2020	Administrators; All Teachers	0

**Title III, Part A, Sec 3115 (c)(2)(A)(B)**

**(c ) REQUIRED ACTIVITY — Professional Development**Title III, Part A, Sec. 3115 (c)(2)(A)-(D)(2) to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, and other school leaders, administrators, and other school or community-based organizational personnel, that is: (A) designed to improve the instruction and assessment of English learners, (B) designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and Instructional strategies for English learners; (C) effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teachign skills of such teachers; and (D) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate;

**Please share your district's/state charter's professional development (PD) plan for which Title III funding would be used. Anything that is proposed in this section must be part of a comprehensive PD plan for the district/state charter. Please attach the annual PD plan if it cannot be described fully in this section.**

**Title III Professional Development**

Description	PD Funding Amount	From Date	To Date	Participants	Function Code OBMS	Object Code OBMS
<b>Tier 1 English Core Instruction</b> A. Data: Using ACCESS/PARCC*/ Istation/Illuminate/ CFA-Short cycle Assessment data of EL students B. ELD in the district ALP: Transition, Dual Language, ELD for EL students not in Bilingual services, ELD for SWD. C. Student-Centered Activities for ELs, Differentiated and Scaffold Instruction.	1000	8/6/2019	5/28/2020	EL Program Director; Instructional Leaders; Teachers	1000	56118
<b>Data Management</b> Continuous monitoring of PowerSchool data for data integrity related to EL, RFEP, IFEP and bilingual students	0	8/6/2019	5/28/2020	EL Program Director; Instructional Leaders; Teachers	0	0
<b>Teacher/Instructor-led training by Imagine Learning</b> where teachers learn about research-based EL Content and how it supports an individual learning experience in an integrated learning environment	0	8/6/2019	5/28/2020	EL Program Director; Instructional Leaders; Teachers	0	0
<b>Early Childhood Observation Tool (ECOT):</b> ECOT is a whole child observational assessment that will gather important information on student performance upon entry into Kindergarten, every Kindergarten will implement KOT. It assists teachers in identifying students individual needs so that instruction can be informed and improved. The KOT addresses six domains which are physical development, health, well being, literacy, numeracy, scientific conceptual understanding, self, family and community with approaches to learning. All Kindergarten teachers must access students using the KOT within the first 30 days of instruction and submit final scores by October 15th.	0	8/6/2019	5/28/2020	Administrators; All (K) Teachers, Principals	0	0
<b>ELD Academy:</b> The Language Academy will afford teachers the opportunity learn pedagogy, methodologies and strategies to better support English Language Learners in their classrooms. In addition, teachers will participate in quality interactive activities they can take back to their classrooms.	3240	8/6/2019	5/28/2020	ALL Teachers	1000	56118
<b>Balanced Literacy Academy</b> is a teaching framework aimed to assist every student learn to read and write effectively. A balanced literacy program places emphasis on the numerous components needed to become a proficient reader which are focus poem, guided reading, shared reading, word study, reader's workshop and writer's workshop.	0	8/6/2019	5/28/2020	ALL Teachers	0	0
<b>ELD Standards</b> This PD session will provide teachers with a strong foundation and understanding of the WIDA Amplified ELD Standards. They will participate in structures and activities that will cover the guiding principles of language development, age-appropriate academic language in social-cultural contexts, performance definitions, standards and their matrices and language targets and objectives while connecting to and supporting CCSS.	1000	8/6/2019	5/28/2020	ALL Teachers	1000	53330
<b>ELD Institute: Elementary (K-1), (2-3), (4-6) and Secondary:</b> A one day training for ELD "Best Practices" by grade clusters. The training includes a Professional Book and Supplies	1000	7/1/2019	6/30/2020	ELD Teachers	1000	56118

<p><b>TESOL Endorsement Institute (Summer Training ):</b> This training is for teachers who have completed the TESOL coursework at a University and are preparing to take the TESOL endorsement assessment. The training includes ELD pedagogy, language acquisition theory, strategies for Culturally and Linguistically Responsive (CLR), ELD standards and TESOL standards.</p>	1000	7/1/2019	6/30/2020	ELD Teachers	1000	56118
<p><b>Creating a Culture for Rigorous Learning</b> is a professional development opportunity that presents teachers with the components that need to be in place in order to create a Rigorous Classroom for all students including English Learners. The components discussed in this PD include: High Expectations, Building Relationships, Purposeful Planning, Support, Differentiation, and allowing students to demonstrate knowledge through Cooperative learning structures, Discussion and Assessment.</p>	1000	8/6/2019	5/28/2020	ALL Teachers	1000	56118
<p><b>Instruction in the 21st Century with an emphasis in Questioning and Informational Text</b> Research indicates that quality questions focus attention, stimulate thinking, and result in learning at different levels of cognitive complexity. This training shows teachers how to integrate effective, high level questioning in English and Spanish Language Arts to promote in-depth student thinking and application.</p>	1000	8/6/2019	5/28/2020	ALL Teachers	1000	56118
<p><b>Two Chics and a Workshop:</b> Two Chics and a Workshop is an in depth look at raising the rigor of Reader's and Writer's Workshop. It is devoted to strategies to support teaching as well as how to design icons to support the strategy in a visual way for learners.</p>	15000	8/6/2019	5/28/2020	ALL Teachers	1000	53330
<p><b>Supporting the 4-6 Multi-age classroom:</b> Teachers who serve in a multi-age setting will receive professional development to create a classroom that is responsive to the standards and organization of the grade levels served in a setting. This includes L1:L2 transferability of skills in the language domains.</p>	500	7/1/2019	6/30/2020	ELD Teachers	1000	56118
<p><b>Supporting Secondary Recent Arrivals to the Program for Acquisition of Language (PAL):</b> Teachers who serve students who are new-arrivals to our schools as Entering Level proficiency and qualify for PAL services will receive professional development to create a classroom that is responsive to the standards and organization of the grade levels. This includes L1:L2 transferability of skills in the language domains.</p>	500	7/1/2019	6/30/2020	PAL Teachers	1000	56118
<p><b>Culturally and Linguistically Responsive Instruction:</b> At the district's local conference, a guest speaker will be secured to offer a keynote and sessions to teachers regarding CLR issues in the classroom, school and community. Strategies and tools will be offered to enhance this responsiveness.</p>	5000	7/1/2019	6/30/2020	Sec. Teachers	1000	53330
<p><b>GISD Language Conference</b> The Gadsden Language Conference is an opportunity for schools to network with practitioners, to engage in professional development addressing the needs of Bilingual and EL students in Dual Language, Transition and English Language Development models. The purpose for this conference is to build capacity for all Bilingual/TESOL educators in order to meet the same academic rigor as the mainstream.</p>	10000	7/1/2019	6/30/2020	ALL Teachers	1000	53330/51300
<p><b>Language Essentials for Teachers of Reading and Spelling (LETRS)</b> is professional development training for teachers that provides the foundational knowledge necessary to understand how students learn to read, write, and spell – and why some of them struggle. Through LETRS, educators gain a deeper understanding of the most current research regarding how the structure of language development to deliver effective instruction.</p>	0	8/6/2019	5/28/2020	ALL Teachers	0	0
<p><b>SREB Professional Development</b> SREB will continue to support the systemic processes of the district. Analyze lesson plans to determine rigor, alignment and engagement. Align standards, objectives and assignments/tasks to support rigor across the district. Collect classroom data that focuses on how students are engaged with content and what resources are used to support learning. Strengthen the ability to provide rigorous and reliable (specific, actionable and supportive) observation feedback.</p>	0	8/6/2019	5/28/2020	Instructional Support Personnel	0	0
<b>TOTAL Professional Development Budget Amount</b>	40240					

**Title III, Part A, Sec 3115(d)(1-8)**

**(d)AUTHORIZED ACTIVITIES** may use the funds to achieve any of the purposes described in subsection 3115 (a) by undertaking 1 or more of the following activities:

**(1)Upgrading program objectives and effective instructional strategies.**

**(2)Improving the instructional program for English learners by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures.**

**(3)Providing to English learners—(A)tutorials and academic or career and technical education;(B)intensified instruction which may include materials in a language that the student can understand, interpreters, and translators.**

**(4)Developing and implementing effective preschool, elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.**

**(5)Improving the English language proficiency and academic achievement of English learners.**

**(6)Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families—(A)to improve the English language skills of English learners; and (B)to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children.**

**(7)Improving the instruction of English learners, which may include English learners with a disability, by providing for—(A)the acquisition or development of educational technology or instructional materials;(B)access to, and participation in, electronic networks for materials, training, and communication; and(C)incorporation of the resources described in subparagraphs (A) and (B) into curricula and programs, such as those funded under this subpart.**

**(8)Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.**

**\*Districts/state charters may apply its restricted indirect cost rate to the portion of its subgrant that it does not reserve for direct administrative costs ,not to exceed 2%(Non-Regulatory Guidance, 2016). Please check the PED's Administrative Services Division webpage for your district/state charters specific restricted indirect cost rate.**

## Authorized Activities

Description	AA Funding Amount	From Date	To Date	Persons Responsible	Function Code OBMS	Object Code OBMS
Implementation of the Language Usage Survey (LUS) A. Meeting and training of School Data Clerks about EL status and placement in the Alternative Language Program (ALP)	0	7/1/2019	5/29/2020	Administration; Families; Parents; Principals	0	0
Salary of District EL Instructional Specialist to assist middle and high school ELA, ELD and Content teachers to provide differentiated strategies in their lessons and improve ACCESS 2.0 proficiency scores.	85000	7/1/2019	6/5/2020	EL Program Director	1000	51100
Imagine Learning, an award-winning language and literacy software program that features interactive activities, videos, and games. It's research-based and instructionally differentiated. It is both adaptive to students' academic levels and prescriptive to students' instructional needs. IL generates reports that monitor fidelity of program use and others that assess academic growth. Use Imagine Learning, a language development software, as a program to improve English proficiency and academic achievement of EL students. As part of technology and instructional materials, the Imagine Learning software provides the following to improve instruction of ELL students: a) An "Individual Detailed Report" that is diagnostic in nature by detailing the academic needs/weaknesses of students; b) "Activity Menu" and "view Guides" that include a variety of teacher resources to use in planning for differentiation in the instruction presented to students.	0	7/1/2019	5/29/2020	All Teachers, EL Program Director, Instructional Leaders, Principals	0	0
K-5 Lucy Calkins Phonics/Reading Units offer differentiated instructional strategies for ELs.	0	7/1/2019	5/29/2020	All Teachers, EL Program Director, Instructional Leaders, Principals	0	0
E-Books: Interactive electronic books compatible with tablets, PCs which are web-based and can be used on interactive smart boards. Teachers can incorporate e-books into their Balanced Literacy lesson. E-books features: test read to student, students can record themselves reading and develop academic language and voice.	0	7/1/2019	5/29/2020	All Teachers, EL Program Director, Instructional Leaders, Principals	0	0

Istation: Is an add on computer based learning system that gives students access the gives students individualized reading and comprehension instruction for K-6th grade. Istation delivers individualized instruction — complete with age-appropriate content — for pre-K through high school students (Kinder through 5th grade). Plus, every lesson is supported with data-rich benchmark and continuous progress monitoring assessments through Istation's proprietary ISIP™ technology.	180000	7/1/2019	5/29/2020	All Teachers, EL Program Director, Instructional Leaders, EL Coach; Principals	1000	56113
WIDA Screener: Online WIDA Screener identifies potential EIs.	0	7/1/2019	5/29/2020	Administrators; All Teachers; Principals	0	0
Review and analyze ACCESS data and State academic test performance. Provide technical support for the School Language Review Team (SLRT).	0	7/1/2019	5/29/2020	All Teachers, EL Program Director, Instructional Leaders, EL Coach; Principals	0	0
After School Tutoring: Providing after school tutoring for elementary EL students requires stipends for teachers assisting in this endeavor.	45000	7/1/2019	5/29/2020	Administrators; All Teachers; Principals	1000	51300
Common Formative Assessments (CFA) create a uniform assessment experience by assessing each student's level in Mathematics, Reading, and Language Usage.	0	7/1/2019	5/29/2020	All Teachers, EL Program Director, Instructional Leaders, EL Coach; Principals	0	0
A. Quarterly Parent Advisory Meetings by Region: Public Speakers, Supplies and materials parents can take home with them B. ACCESS Parent reports in English and Spanish C. Reports cards and Attendance notices D. Istation Parent Letters available in English and Spanish. (Cost budgeted in Parent Family & Community Engagement)	0	7/29/2019	5/29/2020	Associate Superintendent, Administrators, All teachers, EL Coach, Families, Instructional leaders, Parents, Principals	0	0
SREB / NMTEACH: NM TEACH empowers educators to systematically improve teaching practice and to accelerate their professional growth. Our software tools, online content, and services allow educators to assess their skills and competencies, collaborate with colleagues, build their expertise, and plan their careers. With NM TEACH observation and evaluation management, professional learning, and talent management systems, administrators can strategically manage and develop their educators, along with non-teaching personnel, resulting in more highly skilled staff, increased retention, and improved student outcomes.	0	7/1/2019	5/29/2020	Administration, All Teachers; EL Coach; EL Program Director; ELD Teachers; Principals	0	0
NMDASH District bilingual instructional specialists participate in the school's committee and server as the plan reviewer.	0	7/1/2019	5/29/2020	Administration, All Teachers; EL Coach; EL Program Director; ELD Teachers; Principals	0	0
<b>TOTAL Authorized Activities Budget Amount</b>	<b>310000</b>					

Description	PD Funding Amount	From Date	To Date	Participants	Function Code OBMS	Object Code OBMS
<b>Creating a Culture for Rigorous Learning</b> is a professional development opportunity that presents teachers with the components that need to be in place in order to create a Rigorous Classroom for all students including English Learners. The components discussed in this PD include: High Expectations, Building Relationships, Purposeful Planning, Support, Differentiation, and allowing students to demonstrate knowledge through Cooperative learning structures, Discussion and Assessment.	1000	8/6/2019	5/28/2020	ALL Teachers		
<b>Instruction in the 21st Century with an emphasis in Questioning and Informational Text</b> Research indicates that quality questions focus attention, stimulate thinking, and result in learning at different levels of cognitive complexity. This training shows teachers how to integrate effective, high level questioning in English and Spanish Language Arts to promote in-depth student thinking and application.	1000	8/6/2019	5/28/2020	ALL Teachers		
<b>Language Essentials for Teachers of Reading and Spelling (LETRS)</b> is professional development training for teachers that provides the foundational knowledge necessary to understand how students learn to read, write, and spell – and why some of them struggle. Through LETRS, educators gain a deeper understanding of the most current research regarding how the structure of language development to deliver effective instruction.	0	8/6/2019	5/28/2020	BME Tchrs	0	0
<b>ELD Standards</b> This PD session will provide teachers with a strong foundation and understanding of the WIDA Amplified ELD Standards. They will participate in structures and activities that will cover the guiding principles of language development, age-appropriate academic language in social-cultural contexts, performance definitions, standards and their matrices and language targets and objectives while connecting to and supporting CCSS.	1000	8/6/2019	5/28/2020	ALL Teachers		
<b>SREB Professional Development</b> SREB will continue to support the systemic processes of the district. Analyze lesson plans to determine rigor, alignment and engagement. Align standards, objectives and assignments/tasks to support rigor across the district. Collect classroom data that focuses on how students are engaged with content and what resources are used to support learning. Strengthen the ability to provide rigorous and reliable (specific, actionable and supportive) observation feedback.	0	8/6/2019	5/28/2020	Instructional Support Personnel	0	0
<b>Two Chics and a Workshop:</b> Two Chics and a Workshop is an in depth look at raising the rigor of Reader's and Writer's Workshop. It is devoted to strategies to support teaching as well as how to design icons to support the strategy in a visual way for learners.	15000	8/6/2019	5/28/2020	ALL Teachers		
<b>ELD Academy:</b> The Language Academy will afford teachers the opportunity learn pedagogy, methodologies and strategies to better support English Language Learners in their classrooms. In addition, teachers will participate in quality interactive activities they can take back to their classrooms.	3240	8/6/2019	5/28/2020	ALL Teachers		

**2019-2020 TITLE III LOCAL PLAN  
SIGNATURE PAGE**

District:	Gadsden Independent School District (019)			
Superintendent	Signature	Date	Email	Phone #
Travis L. Dempsey			<a href="mailto:tldempsey@gisd.k12.nm.us">tldempsey@gisd.k12.nm.us</a>	575-882-6200
Business Manager	Signature	Date	Email	Phone #
Ludym Martinez			<a href="mailto:lumartinez@gisd.k12.nm.us">lumartinez@gisd.k12.nm.us</a>	575-882-6232
Title III Director	Signature	Date	Email	Phone #
Susan Yturralde			<a href="mailto:syturralde@gisd.k12.nm.us">syturralde@gisd.k12.nm.us</a>	575-882-6267

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that the information contained in the Title III local plan is accurate and complete and certifies compliance with the assurances contained in the local plan. The governing body of the above named applicant has approved this local plan 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**

Date: 

Board President's Signature   
Daniel Estupiñan

Title III local plans will be reviewed in the order that they are submitted; we encourage you to submit your local plan as soon as possible. Any discrepancies will require the district/state charter school to complete necessary adjustments and resubmit. Please submit the signed signature page as a PDF via SharePoint.